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ABSTRACT

This publication updates information from prior surveys of teacher education policy in 50 states and the District of Columbia in the areas of: (1) standards; (2) standards boards; (3) alternative preparation for licensure; (4) minority teacher recruitment; (5) early childhood education; and (6) clinical/field experience. In addition there is a new section on administrator licensure. The two survey areas, entrance and exit/licensure exams required by state, and minority teacher recruitment, are highlighted in an introductory section. (JD)

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Teacher Education Policy in the States:

A 50-STATE SURVEY OF LEGISLATIVE
AND ADMINISTRATIVE ACTIONS

December 1990

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Teacher Education Policy in the States:

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December 1990

The American Association of Colleges for Teacher Education (AACTE) is a national, voluntary, institutional membership organization committed to the improvement of human services through education. Its special charge is strengthening collegiate-based preparation of educational personnel. AACTE's regular membership is open to institutions of higher education with accredited schools, colleges, or departments of education. Approximately 85% of all individuals who receive initial certification each year are prepared by AACTE's more than 700 member institutions. Community colleges, foreign teacher preparation institutions, state education agencies, research organizations, and others concerned with teacher education may become affiliate members.

AACTE operates the State Issues Clearinghouse to monitor and analyze state reform via the biannual survey, Teacher Education Policy in the States. The clearinghouse is supported by AACTE and a grant from the Ford Foundation. The National Policy Board for Educational Administration also provided support for this edition of Teacher Education Policy in the States.

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SURVEY OF LEGISLATIVE AND ADMINISTRATIVE ACTIONS
is compiled by Sheryl E. Stein

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INTRODUCTION

The December 1990 issue of Teacher Education Policy in the States: A 50-State Survey of Legislative and Administrative Actions updates information from prior surveys in the areas of standards, standards boards, alternative preparation for licensure, minority teacher recruitment, early childhood education, and clinical/field experience. In addition, there is a new section on administrator licensure. The two survey areas, entrance and exit/licensure exams required by states and minority teacher recruitment, are highlighted below.

Entrance and Exit/Licensure Exams. The chart on pages viii-ix reports the tests each state required in December 1990. Comparing the December 1990 survey data on entrance examinations with similar information gathered in June 1988 shows that the number of states requiring specific entrance exams has decreased. In 1990, the survey found that 23 states required a specific entrance examination or examinations while in June 1988, 25 states had similar requirements.* However, this comparison does not necessarily indicate a reduction in mandated tests. The two states no longer requiring entrance examinations, Delaware and West Virginia, continue to test teaching candidates but have made their assessment an exit measure.

The survey found that the numbers of states that require exit/licensure requirements has increased. In 1988, 28 states required specific exit tests to be passed by teacher candidates prior to licensure. Moreover, 15 additional states reported that tests were either being selected or validated. One additional state, North Dakota, reported that it required exit/licensure exams but that such tests must be selected by IHEs. However, by December 1990, 36 states reported that they required specific exit/licensure tests; and four additional states noted that tests were in the selection or validation phase. Between 1988 and 1990, nine states implemented exit/licensure exams (Connecticut, District of Columbia, Florida, Massachusetts [for foreign language teachers], New York, Ohio, Oregon, Pennsylvania, and South Carolina); one state (Alabama) discontinued its exit examination (the Alabama Initial Teacher Certification Test); and four states (Colorado, Michigan, Washington, and Wisconsin) continued to deliberate on exit examinations. One additional state, Nevada, had completed the validation of its exam and was scheduled to announce the test scores in late 1990.

Minority Teacher Recruitment. The chart on page xi reports state activities that recruit minorities into teaching, including financial aid and special recruitment efforts. The financial aid category is broken down into scholarships, loans, fellowships, and other aid. States included in this category target all or a specified portion of scholarship, loan, or fellowship monies toward minority teacher candidates. States often refer to such financial aid as "scholarships" when in fact such programs require repayment of funds either through teaching in the state for a particular amount of time or through financial remuneration. For purposes of this survey, this aid has been referred to as loans; only outright financial

State Required SCDE Program Entrance and Exit/Licensure Examinations

STATE	ENTRANCE EXAM (TYPE)	CUTSCORES	EXIT/LICENSURE EXAM (TYPE)	CUTSCORES
ALABAMA	1) SAT or ACT 2) AL English Proficiency Test	1) 745 or 17 2) 70 +	No state test requirement	
ALASKA	IHE-determined		IHE-determined	
ARIZONA	P-PST	R: 173; W: 174; M: 172	1) AZ Teacher Proficiency Exam	BS: 80% (or M: 172; R: 173; W: 174); PK: 50%
ARKANSAS	P-PST	R: 170; W: 171; M: 169	NTE	PK: 642; CA varies
CALIFORNIA	CBEST	123 with no section below 37 by application for licensure; CA requirement completion required by student teaching		
COLORADO	1) CAT 2) SAT or ACT (one of 3 possible additional requirements)	1) 75% 2) 820 or 19	Under study	
CONNECTICUT	CT Competency Exam for Prospective Teachers (CONNCEPT) (BS) or SAT or ACT	R: 71%; W: 75%; M: 70% or 1000 (>400/section) or 24	NTE or state-developed CONNTENT Exam	scores vary
DELAWARE	IHE-determined		P-PST	R: 175; W: 172; M: 175
DISTRICT OF COLUMBIA	IHE-determined		1) NTE 2) DC CA Test	1) CS: 648 2) 70%
FLORIDA	SAT or ACT	40% (820) on SAT; 19 on ACT	FL Teachers' Certification Exam (FTCE) including College Level Academic Skills Test (CLAST) (BS) by junior year	passing scores on PK, CA, and BS
GEORGIA	Regents' Test	passing score	Teacher Certification Test (TCT)	scores vary
HAWAII	IHE-determined		NTE	CS: 651; GK: 647; PK: 648; CA varies
IDAHO	IHE-determined		NTE	CS: 652; GK: 646; PK: 648
ILLINOIS	IHE-determined in conformance with state specified procedures		IL Certification Testing System (BS, CA)	simultaneous passing scores
INDIANA	IHE-determined		NTE	CS: 653; GK: 647; PK: 646; CA varies
IOWA	No state tests for entrance or exit			
KANSAS	IHE-determined		1) P-PST 2) NTE	1) R: 168; W: 170; M: 168 2) CS: 642
KENTUCKY	ACT/Enhanced ACT or Comprehensive Test of Basic Skills	19/21 or passing score	NTE	CS: 646; GK: 643; PK: 644; CA varies
LOUISIANA	NTE	GK: 644; CS: 645	NTE	PK: 645; CA varies
MAINE	IHE-determined		NTE	CS: 656; GK: 649; PK: 648
MARYLAND	IHE-determined		NTE	CS: 648; GK: 645; PK: 648; CA varies
MASSACHUSETTS	IHE-determined		Foreign language teachers must pass state test	
MICHIGAN	BS and CA tests prior to student teaching under study		No state test requirement	
MINNESOTA	P-PST		P-PST (pass for licensure)	R: 173; W: 172; M: 169
MISSISSIPPI	NTE	GS and GK (no scores specified)	NTE	CS: 651; GK: 646; PK: 649; CA varies

STATE	ENTRANCE EXAM (TYPE)	CUTSCORES	EXIT/LICENSURE EXAM (TYPE)	CUTSCORES
MISSOURI	1) SAT or ACT 2) Basic Academic Skills Exam (BASE)	1) 800 or 18 (19 with enhanced ACT) 2) 235	NTE	CA (or PK if no CA available)
MONTANA	under consideration		NTE	CS: 648; GK: 644; PK: 648
NEBRASKA	P-PST	R: 170; W: 172; M: 171	No state test requirement	
NEVADA	P-PST	R: 172; W: 172; M: 173	NTE	PK and CA TBD in 1991
NEW HAMPSHIRE	IHE-determined		IHE-determined	
NEW JERSEY	IHE-determined		NTE	CA varies or GK: 649
NEW MEXICO	Screenings required by state, but instrument IHE-determined		NTE	CS: 644; GK: 645; PK: 630
NEW YORK	IHE-determined		NTE	CS: 650; GK: 649; PK: 646
NORTH CAROLINA	NTE	CS: 643; GK: 641	NTE	PK: 646; CA varies
NORTH DAKOTA	BS Test of IHE's choice		No state test requirement	
OHIO	Screenings required by state, but instrument IHE-determined		NTE	GK: 642; PK: 642; CA varies
OKLAHOMA	P-PST	scores not stipulated	OK Teacher Certification Testing Program (CA)	scores vary
OREGON	Division 15: IHEs establish; Division 16: CBEST	Div. 16: 123, with no score < 37	Division 15: CBEST Division 16: NTE	Division 15: 123, with no score < 37 Division 16: PK: 661
PENNSYLVANIA	IHE-determined		NTE	CS: 646; GK: 644; PK: 643; CA varies
RHODE ISLAND	Screenings required by state, but instrument IHE-determined		NTE	CS: 657; GK: 649; PK: 648 (or 1,954 total score)
SOUTH CAROLINA	1) SAT or ACT 2) SC Education Entrance Exam	1) above 50% of tests that year 2) passing score	NTE	PK: 642; CA varies
SOUTH DAKOTA	Screenings required by state, but instrument IHE-determined		No state test requirement	
TENNESSEE	P-PST	R: 169; W: 172; M: 169	NTE	CS: 647; GK: 644; PK: 639; CA varies
TEXAS	TX Academic Skills Program (TASP) (BS)	220 scaled score (70% in R, W, and M)	Examination for the Certification of Educators in Texas (ExCET)	PK and CA scores vary
UTAH	IHE-determined		No state test requirement	
VERMONT	Screenings required by state, but instrument IHE-determined		No state test requirement	
VIRGINIA	IHE-determined		NTE	CS: 649; GK: 639; PK: 639; CA varies
WASHINGTON	WA Pre-College Test or SAT or ACT	score at or above the statewide median	Will have exam in 1993	
WEST VIRGINIA	IHE-determined		1) P-PST 2) WV Content Specialization Tests	1) R: 172; W: 171; M: 172 2) scores vary
WISCONSIN	P-PST	R: 175; W: 174; M: 173	Under study	
WYOMING	IHE-determined		Under study	

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Key

BS: Basic Skills
CA: Content Area
CS: Communication Skills

GK: General Knowledge
M: Mathematics
PK: Professional Knowledge

R: Reading
W: Writing

grants to students are called scholarships (or, in the case of one state, fellowships). Seventeen different scholarship assistance efforts are taking place in 15 states. (Two states, New Jersey and Tennessee, offer more than one type of this aid.) These efforts include 12 states offering loans, four states providing scholarships, and one state identifying itself as offering a fellowship. In addition, six states provide other financial aid, either grants to IHEs or districts or other forms of financial aid. For example, Tennessee funds the Minority Matching Grant Program, which allows IHEs to write grant proposals to identify prospective minority teachers; and New York's Teacher Opportunity Corps program offers grants to IHEs with approved teacher education programs to enhance the preparation of teachers for at-risk students and to increase the numbers of prospective teachers from groups historically underrepresented in teaching.

Special minority recruitment efforts are also reported in the December 1990 survey. Such efforts can be in the areas of early identification (interesting children in the elementary, middle, and high schools in teaching), recruiting special populations from either geographic areas or groups where they may be well represented, recruiting through collaborative programs between community colleges and IHEs, and other efforts. Ten states reported involvement in early identification; one state reported efforts with special population recruitment through either particular geographic areas or specific groups; four states reported involvement with IHE/community college collaborative efforts; and five states reported other recruitment activities (such as sponsoring entire recruitment centers which may include a variety of efforts). In addition, three states report that certain recruitment efforts not specifically aimed at minorities result in attracting numbers of minorities into teaching: Connecticut's efforts in recruiting special populations through a paraprofessional program, Wisconsin's efforts in early identification, and the District of Columbia's efforts in both recruiting special populations through a paraprofessional program and early identification.

- * These numbers do not include those states that require institutions of higher education to test students prior to program entry but leave selection of the assessment instrument to the discretion of the institution.

State Efforts Targeted At Minority Teacher Recruitment*

	FINANCIAL AID				SPECIAL RECRUITMENT EFFORTS			
	SCHOLARSHIPS	LOANS	FELLOWSHIPS	OTHER	EARLY IDENTIFICATION	SPECIAL POPULATIONS	IHE/COMMUNITY COLLEGE COLLABORATION	OTHER
ALASKA	X							
ARKANSAS					X			
CALIFORNIA				X		X		
COLORADO				X				
FLORIDA		X			X		X	
HAWAII					X			
ILLINOIS								X
INDIANA		X						
KANSAS					X			
LOUISIANA		X						
MARYLAND					X		X	
MASSACHUSETTS							X	
MICHIGAN							X	
MINNESOTA	X			X				
MISSOURI		X						
NEW JERSEY		X	X		X			
NEW YORK				X				X
NORTH CAROLINA		X			X			
OHIO		X						X
OKLAHOMA	X				X			X
OREGON		X						
SOUTH CAROLINA				X	X			
TENNESSEE	X	X		X	X			
UTAH		X						
VIRGINIA		X						
WISCONSIN		X						X

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*In addition, three states report that certain recruitment efforts not specifically aimed at minorities have resulted in attracting numbers of minorities into teaching: Connecticut's efforts in recruiting special populations, Wisconsin's efforts in early identification, and the District of Columbia's efforts in both recruiting special populations and early identification.

SURVEY CATEGORIES

STANDARDS: Defined as authorized measures of quality or competency that affect the teaching profession, this category recounts requirements for entrance into and exit from SCDEs, if state mandated, as well as requirements for licensure, licensure renewal, and any existence of emergency licensure, if applicable. Recent or proposed changes in standards are also documented.

LICENSURE FOR SCHOOL ADMINISTRATORS: Information on state licensure of school administrators, such as principals and superintendents, is compiled in this section. Also included is whether the state requires the possession of a teaching license prior to granting an administrative license and whether the state permits an alternative route of preparation for administrative licensure.

STANDARDS BOARDS: Any official state entity that may recommend or establish standards for program approval and for the issuance of licenses is chronicled. Some may also set, monitor, and enforce standards of conduct for professional educators. This type of agency may have final regulatory authority or may simply advise other state policymakers. Recent or proposed changes in this area will also be documented.

ALTERNATIVE PREPARATION FOR LICENSURE: A route to licensure designed for nontraditional students that provides accelerated preparation for teaching candidates is reported, including any program or state allowance which permits individuals who have not completed a teacher preparation program to teach in a classroom. Programs of alternative preparation for licensure administered by IHEs, SEAs, LEAs, or a combination of the three are included.

MINORITY TEACHER RECRUITMENT: State-sponsored studies, proposals, legislation, or programs that address the problem of a decline in the number of minorities entering the teaching profession are described in this section. Activity reported includes state early recruitment efforts, targeted scholarship/loan programs, and other actions to recruit minorities into the teaching profession.

EARLY CHILDHOOD EDUCATION: Any state policies or activities relating to prekindergarten programs whose primary purpose is educational (i.e., not day care) are included, although pertinent day care components may be included. Described are programs or grants offered by states (including funding and number of projects and clients, if available) and whether the state offers an early childhood education license or endorsement.

CLINICAL/FIELD EXPERIENCE: Teacher education students gain clinical experience through activities planned by the college or university. These experiences, which take place prior to student teaching, allow the students to glean knowledge about the teaching profession and the administration of

schools through observation and/or other activities culminating in an analysis of the observed experience. Teacher education students make the transition from passive observer to active participant through field experiences. For this survey, field experience is generally defined as student teaching or a similar classroom activity (such as tutoring), where the teacher education student, under the tutelage of a licensed teacher, gradually assumes the responsibility for the education of pupils. Clinical and field experiences often overlap and/or are ambiguously discussed in state language; therefore, when student teaching is specifically required, it will be noted as student teaching. In addition, state requirements for the training and experience of the clinical faculty and the cooperating teacher are described.

ACRONYMS

AACTE	American Association of Colleges for Teacher Education
ACT	American College Test
CAT	California Achievement Test
CBEST	California Basic Skills Test
CEU	Continuing Education Unit
DPI	Department of Public Instruction
ESL	English as a Second Language
ETS	Educational Testing Service
GPA	Grade Point Average
HB	House Bill
IHE	Institution of Higher Education
LEA	Local Education Agency
NASDTEC	National Association of State Directors of Teacher Education and Certification
NCATE	National Council for Accreditation of Teacher Education
NTE	National Teachers Examination
OPI	Office of Public Instruction
P-PST	Pre-Professional Skills Test
SAT	Scholastic Aptitude Test
SB	Senate Bill
SBE	State Board of Education
SCDE	Schools, Colleges, and Departments of Education
SDE	State Department of Education

ALABAMA

STANDARDS: To be admitted to an undergraduate teacher education program, individuals must: 1) have a total of 60 semester or 90 quarter hours of undergraduate courses, of which 48 or 72 hours, respectively, must be in general studies; 2) have a total score of 745 on the SAT or 17 on the enhanced ACT; 3) have a GPA of 1.5 on a 3.0 scale or 2.5 on a 4.0 scale (for persons beginning collegiate study before fall 1989, a 1.2 GPA on a 3.0 scale or 2.2 on a 4.0 scale was required); 4) score at least 70 on the Alabama English Language Proficiency Test (ELPT); and 5) have an interview deemed successful according to criteria developed by the IHE and approved by the SDE. Currently, the SDE is researching other means of assessing people before they enter a teacher education program.

Exit requirements for persons who began collegiate study prior to fall 1989 include a GPA of 1.2 on a 3.0 scale, or 2.2 on a 4.0 scale, for the total program, for the professional studies component, and for the student teaching experience. Persons beginning college in fall 1989 or thereafter must have a GPA of 1.5 on a 3.0 scale or 2.5 on a 4.0 scale for the same areas.

Alabama issues Class B Certificates to candidates who have completed an approved program. To renew this eight-year credential, a teacher must either: 1) teach four out of the eight years and participate each year in a planned professional development program, or 2) complete 12 semester or 18 quarter hours of college courses. Class A Certificates, which are valid for 10 years, are issued to those who have completed a master's degree. To get the credential renewed, the teacher must either teach five out of 10 years or complete 12 semester or 18 quarter hours of college courses.

When no fully credentialed teacher is available, a superintendent may request that a candidate be issued a one-year Provisional Certificate. Candidates for a provisional credential must have completed a minimum of 64 semester or 96 quarter hours of college credits earned at a regionally accredited four-year institution. The state may reissue the credential once if an approved plan for obtaining a professional credential in a reasonable time period accompanies the application for renewal. Each subsequent annual renewal requires completion of six semester hours toward a professional credential. Officials must present evidence of courses taken by the candidate to the LEA and SDE before September 1 of the school year for which the credential is requested.

LICENSURE FOR SCHOOL ADMINISTRATORS: After February 1, 1991, all IHE administrative preparation programs must meet new requirements that lead to the new generic administrative credential. The state will be eliminating the Type A Certificate (which requires a master's degree and school experience) and the Type AA Certificate (which requires completion of an approved sixth-year program and administrative experience) for principals, supervisors, and superintendents and will instead issue the Educational Administrator Certificate, which is to be held by all new administrators in the state. To obtain this 10-year credential, individuals must: 1) have three years of teaching or instructional support experience under a valid Type A Certificate (see STANDARDS); 2) complete 18 semester or 27 quarter

hours in educational administration with a GPA of at least 2.25 on a 3.0 scale or 3.25 on a 4.0 scale; 3) complete a 300-hour internship including 50 clock hours in each of the following levels: grades nursery through five, grades six through eight, grades nine through twelve, and central office or system-wide experience, and 100 hours at the level chosen by the student, mentor, and IHE supervisor. Candidates must follow a plan they devise with an IHE supervisor and the school district administrator or mentor.

STANDARDS BOARDS: Approximately 30 members constitute the Alabama State Advisory Committee on Teacher Education and Certification. The members represent various groups, including teachers, administrators, teacher educators, school boards, and the public. Regulations do not stipulate specific numbers of representatives that must serve from each group. Constituent groups nominate candidates for the committee, and the state superintendent appoints members for three-year terms. Although the committee does not have final regulatory authority, any proposed change in teacher education or licensure must have the committee's approval before it is submitted to the superintendent and the SBE. The committee has been involved in updating all state standards. Seventeen subcommittees have been identifying comprehensive changes to create consistency in licensure across disciplines and begin a move toward a competency-based system. All changes were approved by the SBE in December 1990; the new rules are applicable to programs reviewed February 1, 1991, and thereafter.

ALTERNATIVE PREPARATION FOR LICENSURE: Nineteen of the 30 IHEs with teacher education programs offer a master's degree program, the Non-Traditional Fifth-Year Program. (SCDEs must award both baccalaureate and graduate degrees to be eligible to offer this master's degree; all eligible institutions offer the program.) To be admitted, candidates must meet five criteria: 1) they must have a bachelor's degree with a non-teacher education major from a regionally accredited institution; 2) they must have completed 60 semester or 90 quarter hours in general studies, including humanities, social science, science, and mathematics; 3) they must have as many hours in the teaching field as required for a baccalaureate-level license; 4) they must have a GPA of 1.5 on a 3.0 scale or 2.5 on a 4.0 scale; and 5) they must have a score of at least 70 on the ELPT. To graduate, students in elementary, secondary, and Nursery through Twelve education must complete 39 semester or 60 quarter hours of graduate courses, of which 12 or 20 hours, respectively, must be in subject area studies. They must also have 10 weeks of full-time student teaching totaling a minimum of 300 clock hours.

In 1990, "alternative certification" bills, credit hour cap bills, and a bill to increase the cost of a license from \$10 to \$20 were introduced in the Alabama legislature. Also introduced was a bill that would allow the SDE to charge a fee for evaluating credentials, a service which has been performed for free until now. Only the bill to increase the cost of a license and the bill to charge a fee for evaluating credentials passed, although another "alternative certification" bill is expected to be introduced in 1991.

MINORITY TEACHER PROGRAMS: Efforts in this area are primarily institutionally based, although a state task force is studying this area.

Some Alabama IHEs are involved in a Ford Foundation project to identify 300 minority individuals for recruitment into teacher education programs. In addition, a SBE-appointed Task Force on Minority Recruitment has developed a report with recommendations in this area. The state superintendent is considering this report at this time.

In 1987, the U.S. Circuit Court of Appeals decided that the Alabama Initial Teacher Certification Test (AITCT) was racially discriminatory. The SBE was willing to change the test in conformance with the specifications of the court rulings but did not receive funding from the governor to do so. Therefore, the AITCT is no longer required.

EARLY CHILDHOOD EDUCATION: Alabama offers an Early Childhood Certificate that allows individuals to teach nursery school through third grade. The state does not offer any early childhood education services to children other than those who require special education programs. Preschools may register with the state; however, registration is for information purposes only and does not involve any state review, license, or funds. Local systems train and recommend paraprofessionals for paraprofessional credentials, which require approximately 30 hours of training (a combination of preservice and inservice).

CLINICAL/FIELD EXPERIENCE: The state has specific requirements about both the pre-student teaching and student teaching experience. Every undergraduate professional education course must include a laboratory or practicum component. Students are required to have at least 10 weeks or 300 clock hours of full-time student teaching and may not be enrolled in any other courses during the field experience. If students are preparing for two different teaching fields (or two different areas), the internship must be divided equally between the two. If, at the master's level, a student wishes to change fields in order to change credential areas, he or she must also do a graduate-level practicum.

One unit on campus is to coordinate all clinical and field experiences. SCDEs may have more than one person working with a student, but at least one must have public school experience. The cooperating teacher must have a master's degree (with few exceptions, as requested by a local superintendent and approved by the state superintendent of education); must have three years of teaching experience; and must hold a license in, and be teaching in, the area in which the intern is to receive a credential. IHEs are responsible for training the cooperating teachers, through oral or written means or both.

Starting with students who began college in fall 1989, there is a three-way evaluation process. The cooperating teacher and the faculty member will evaluate the student, the faculty member and the student will evaluate the cooperating teacher, and the student and the cooperating teacher will evaluate the faculty member. The evaluation of the student teacher will be considered in his or her grade, but the evaluations of the cooperating teacher and the faculty member will be used only to determine their effectiveness in these specific roles.

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ALASKA

STANDARDS: Alaska permits IHEs to set their own entrance and exit requirements. To receive a Type A Certificate, a candidate must: 1) complete an approved teacher education program, 2) have an IHE recommendation, 3) be fingerprinted, 4) complete three semester hours or nine quarter hours in multicultural education, and 5) complete three semester hours or nine quarter hours in Alaskan Studies. The Type A Certificate is renewable every five years with the completion of six semester hours. For the first renewal, three semester hours or nine quarter hours in multicultural education and three semester hours or nine quarter hours in Alaskan Studies are required. Three of those semester hours must be at the upper-division or graduate level.

When a district cannot find a qualified, credentialed teacher, it may request that the Commissioner of Education issue an Emergency Certificate to an individual holding a bachelor's degree. This one-year credential cannot be renewed.

LICENSURE FOR SCHOOL ADMINISTRATORS: Alaska offers the Type B Certificate with administrative endorsements, such as principal or superintendent, for administrators in the state. However, principals are only required to hold the Type A Certificate (see STANDARDS). To hold the Type B Certificate with the Principal Endorsement, individuals must have three years of teaching experience in an approved public or private school and must complete an approved administrative program. To obtain the Type B Certificate with the Superintendent Endorsement, individuals must have three years of teaching experience in an approved public or private school as well as one year of administrative experience. In addition, they must complete an approved administrative program. Both the Type A and B credentials are valid for five years and may be renewed with six upper-division credit hours. The state has discussed increasing the school experience requirement for superintendents to five years, including two years of administrative experience.

STANDARDS BOARDS: Since 1988, a subcommittee for the SBE takes up standards issues before the SBE meets. This subcommittee consults with individuals representing state IHEs, the Alaska NEA office, the Alaska School Board Association, and the Alaska Administrators Association before introducing measures for public comment. The subcommittee has been discussing alternative preparation for licensure, the credentialing of teacher aides, and an induction year program. The Advisory Council for Teacher Certification and Preparation (ACTCP) is currently dormant; the SBE does not consult with this group before presenting regulations to the public for comment.

ALTERNATIVE PREPARATION FOR LICENSURE: No programs in this area were reported.

MINORITY TEACHER RECRUITMENT: The Alaska Native Teacher Scholarship Program permits districts to nominate Native Alaskans to attend and complete a

teacher preparation program at an IHE. These individuals receive loans of up to \$7,500 that are forgiven if they teach for five years in the district that nominated them. A central clearinghouse at the College of Rural Alaska at the University of Alaska-Fairbanks helps to place new teachers. Districts may request a list of minority teachers from the clearinghouse. Racial/ethnic identification in the clearinghouse is voluntary.

A bill that would have created a different credential to permit individuals with knowledge of Native Alaskan language and culture to teach died in the Senate in 1990. It is expected to be reintroduced in 1991.

EARLY CHILDHOOD EDUCATION: Alaska contributes \$5 million in state funds to Head Start. Some districts offer prekindergarten programs. The state offers an early childhood education endorsement for grades prekindergarten through three; however, individuals need not hold this credential to teach in those grades.

CLINICAL/FIELD EXPERIENCE: Clinical and field experiences are required as part of program approval.

December 1990

ARIZONA

STANDARDS: Arizona requires teacher candidates to pass two tests, one before they enter a teacher education program and another before they receive a license. Students entering teacher education programs are required to pass the P-PST with scores of 172 for mathematics, 173 for reading, and 174 for writing. For a credential, individuals must attain a score of 80 percent on the Arizona Teacher Proficiency Examination (ATPE) basic skills test and 50 percent on the ATPE professional knowledge test. An advisory committee appointed by the SDE continues to examine possible new professional knowledge exams.

New teachers receive an eight-year, nonrenewable Temporary Certificate. To obtain their Standard Certificate, instructors must earn a master's degree or complete 40 hours of credit, of which 10 hours may be inservice credit from a state-approved district program. To get the credential renewed, a person must have continuous teaching experience or five semester hours of courses. All candidates for licensure are fingerprinted and answer questions designed to screen for a possible criminal background on the notarized application.

When a district superintendent verifies that there is no qualified, licensed individual to fill a teaching position, the SDE may issue an Emergency Teaching Certificate. The district may then hire an individual who holds a bachelor's degree to teach in an elementary, secondary, special education, or special subject and non-teaching endorsement area for one year. To reissue the credential, the district must verify the continued existence of an emergency. To be rehired, the individual must have completed six semester hours toward a license as well as one course or examination on the Arizona Constitution and the United States Constitution.

LICENSURE FOR SCHOOL ADMINISTRATORS: Three administrative credentials are available in Arizona: the Principal Certificate, the Superintendent Certificate, and the Supervisor Certificate.

The Principal Certificate, which authorizes an individual to be a principal in a school including kindergarten through grade 12, is required for all principals, assistant principals, associate principals, or vice principals. Requirements for this six-year credential include: 1) a master's degree or more advanced degree; 2) three years of classroom teaching under a valid teaching credential; 3) completion of at least 54 graduate semester hours, including a 30-hour approved program of educational administration for principals or 30 hours of specified courses in educational administration; and 4) an internship in the principalship or two years of experience as a principal, assistant principal, associate principal, or vice principal.

The Superintendent Certificate is required for all district chief executive officers (regardless of title), superintendents, associate superintendents, and assistant superintendents. Requirements for this six-year credential include: 1) a master's degree or more advanced degree; 2) three years of classroom teaching under a valid teaching credential; 3) completion of at least 60 graduate semester hours including a 36-hour approved program in educational administration for superintendents or a

minimum of 36 hours of specified courses in educational administration; and 4) an internship in the superintendency or two years of experience as a superintendent, assistant superintendent, or associate superintendent for a district with grades kindergarten through 12.

The requirements for the six-year Supervisor Certificate are identical to those for the Principal Certificate except that supervisors must: 1) complete 45 graduate hours of work including an 18-semester-hour, approved program in educational supervision or 18 hours in educational supervision courses and 2) complete an internship in educational supervision or two years of experience as an educational supervisor for grades kindergarten through 12. All credentials are renewable with continuous experience or with five semester hours of credit.

The SBE may issue a two-year, nonrenewable Provisional Alternative Superintendent Certificate at a district's request. The district must verify that its administrative staff structure includes a credentialed superintendent who will supervise curriculum and instruction in the district. The individual hired under the Provisional Alternative Superintendent Certificate must: 1) hold a master's degree or more advanced degree and have demonstrated skills in organization planning, program development, and staff development and 2) have eight years of administrative experience in a business or education institution. During the two-year period of this credential, the individual must complete 12 semester hours in an NCATE-accredited school administration program, including courses in school law, school finance, and school administration. With the completion of these courses and two years of administrative experience under the provisional credential, the individual is eligible to receive the six-year, renewable Alternative Superintendent Certificate. The individual then continues to complete the appropriate courses in order to receive the full Superintendent Certificate.

STANDARDS BOARDS: The Professional Standards Certification Advisory Committee, nominated and appointed by the SBE, has changed its membership as of February 1990. It has been pared down from 18 members to seven, to include an elementary teacher, a high school teacher, a principal, a district superintendent, an IHE representative, a county school superintendent, and a layperson. The committee advises SBE on credentialing regulations. The group is currently reviewing the ATPE Basic Skills test.

ALTERNATIVE PREPARATION FOR LICENSURE: The state offers the Alternative Secondary Certificate. To be eligible for this credential, individuals must: 1) have a district employment contract; 2) hold a bachelor's degree from an accredited institution; and 3) have a major or 30 credit hours in the subject they will teach and pass an SBE-approved examination in that subject. (The subject examination has not yet been implemented.) Eligible individuals must pass the ATPE in general knowledge at this point and must pass the ATPE in professional knowledge before the district recommends them for licensure. All training is implemented by the district in conjunction with either the SDE or a SCDE that offers an approved secondary education program. Individuals holding the credential will receive 160 clock hours of initial training divided between academic instruction and introductory classroom experience. Candidates will continue to receive academic instruction for the next 30 weeks. They will spend the first 10 of those

weeks in the classroom, and will assume some teaching responsibilities. They will have sole responsibility for the class for the remaining 20 weeks. During the 30-week period, candidates will receive support from, and be evaluated by, a professional team. Team members are to include a mentor teacher, a content area specialist, and a "qualified evaluator" (e.g., a principal). The district recommends whether a candidate, after completing this one-year program, should receive the Temporary or Standard Secondary Certificate.

MINORITY TEACHER RECRUITMENT: No state programs were reported in this area.

EARLY CHILDHOOD EDUCATION: A new prekindergarten program is being piloted in the state. In July 1990, the state received a \$500,000 grant from the John and Dorothy Shea Foundation that was matched with \$500,000 from the state to pilot prekindergarten programs for at-risk four-year-olds. In addition, \$100,000 was allocated by the state for technical assistance grants to preschools that have already been established. At-risk status is determined through five state-developed criteria: 1) percentage of children from families with a limited proficiency in English; 2) the rate of mobility in the district; 3) absentee rates; 4) the number of children in the district eligible for free and reduced lunches; and 5) the number of students scoring at or below the 40th percentile on the Iowa Test of Basic Skills. Between the pilot grant and the technical assistance grant, approximately 300 children will be served in eight new classes and three existing classes. Classes vary in length and follow different models. All programs will have parental involvement and will be comprehensive. The SBE passed a Primary endorsement for kindergarten through grade 3 in August 1990. The regulations for this endorsement are forthcoming.

CLINICAL/FIELD EXPERIENCE: The state requires candidates to have eight semester hours of student teaching.

December 1990

ARKANSAS

STANDARDS: To enter a teacher education program, a person must have a 2.5 GPA in prior undergraduate courses and P-PST scores of at least 170 in reading, 171 in writing, and 169 in math. Before receiving an initial credential, prospective teachers must have a 2.5 GPA and must pass the NTE professional knowledge exam (with a score of 642) and the NTE specialty area exam (with the appropriate cut score).

One may obtain a Standard Certificate with a bachelor's degree and the completion of a teacher education program. It is a six-year credential, renewable with teaching experience. Arkansas also offers a Master Certificate for those who have completed a master's degree program. It is a 10-year credential, renewable with teaching experience.

No emergency credential exists in Arkansas. If a district is unable to find a qualified, credentialed teacher, the district may participate in the alternate route (see **ALTERNATIVE PREPARATION FOR LICENSURE**).

LICENSURE FOR SCHOOL ADMINISTRATORS: Administrators must hold one of two credentials offered in the state, the Principal Certificate or the Administrator Certificate. An Elementary or Secondary Principal endorsement may be attached to the Principal Certificate.

To obtain a Principal's Certificate, an individual must hold a teaching credential that is endorsed in the appropriate area, possess four years of experience (three of which must be in the classroom teaching at the level sought), hold a master's degree in educational administration with 45 total graduate hours, and pass the NTE in Educational Administration (490 for elementary endorsement; 510 for the secondary endorsement). Superintendents must hold the Administrator Certificate, a credential which requires a master's degree with 60 hours of graduate credit, four years of educational experience (three of which must be at the classroom level), and a score of at least 520 on the NTE Educational Administration test. Both the Principal Certificate and the Administrator Certificate are 10-year credentials renewable with administrative experience. There is no alternative preparation program for administrators.

STANDARDS BOARDS: The Arkansas Teacher Education, Certification, and Evaluation Committee (ATECE) meets quarterly to study and make policy recommendations on teacher education and the evaluation and credentialing of personnel. The ATECE functions as an advisory group to the SBE; it does not have final regulatory authority. Nominated by the Director of General Education (i.e., the chief state school officer) and approved by the SBE, the 19 voting committee members must include eight classroom teachers, five school administrators, three teacher educators, one teacher education student, and two lay representatives. The committee also has two ex-officio members. During the last legislative session, an attempt to create an autonomous board failed. It is expected that another attempt will follow in the next legislative session. In addition, a task force from the ATECE is studying the pilot alternative credentialing project (see **ALTERNATIVE PREPARATION FOR LICENSURE**). This group is expected to report to the full ATECE in January 1991. Upon approval, the report will go to the SBE.

ALTERNATIVE PREPARATION FOR LICENSURE: There is currently a pilot alternative credentialing project underway in Arkansas. Individuals must have a 2.5 GPA, three references, an interview, and a writing skills assessment prior to participation. They participate in a 21-day training program at the SDE before entering the classroom. After this training, they must obtain a contract and be assigned a mentor before being issued a Provisional Certificate. (Districts must sign a statement indicating that no licensed teacher was available for that position or that the district is in a rural area which has difficulty in hiring teachers.) Participants may teach under the guidance of the mentor without taking additional education courses during the school year. In the summer after the first year of teaching, they must enter into another 21-day training program. They then teach a second year, complete training the next summer, teach a third year, and take (and pass) the professional knowledge test of the NTE. They are then eligible to apply for a Standard Certificate.

MINORITY TEACHER RECRUITMENT: In late 1990, legislation was pending to establish minority teacher recruitment programs through cooperative efforts between IHEs and school districts. In November 1990, the Equity Assistance Center of the SDE and the College of Education at the University of Arkansas-Fayetteville sponsored the African-Americans Future Educators of Arkansas Conference for African-American junior and senior high school students interested in careers in education.

In 1989, legislation was passed to create a Minority Teacher Education Loan Program and a Freshman/Sophomore Minority Prospective Teacher Loan Program. However, neither effort has been funded by the legislature.

EARLY CHILDHOOD EDUCATION: Individual districts may sponsor prekindergarten programs, although there is no funding from the state. A kindergarten endorsement is part of an elementary education credential.

CLINICAL/FIELD EXPERIENCE: IHEs follow NCATE standards for clinical and field experiences. Students must have at least 12 weeks of student teaching. Legislation proposed in late 1990 would require education faculty at public IHEs to participate in inservice instruction in a public school at least once every five years.

December 1990

CALIFORNIA

STANDARDS: California requires teacher education students to meet several criteria. First, each cohort of candidates admitted to a teacher education program must have attained the median or higher in a comparison population on one or more indicators of academic achievement, as determined by the individual institution. Second, each candidate must also take the California Basic Educational Skills Test (CBEST); however, AB 3768, which became law in September 1990, states that candidates may not be denied admission to teacher preparation programs on the basis of test scores. Third, to advance to student teaching, candidates must pass the CBEST and verify their competence in their subject matter either by passing subject matter exams or by completing an approved waiver liberal studies program. (Most students attain a bachelor's degree before entering a teacher education program, but completion of a bachelor's degree is not a state requirement at this point. Individuals may take teacher education courses but may not major in education.) The state is moving to constructed responses and open response items along with multiple choice items in assessment of academic competence.

California offers two credentials, the Preliminary Credential and the Professional Credential. To obtain a Preliminary Credential, prospective teachers must: 1) attain a CBEST total score of 123 (no section score may be below 37); 2) verify mastery of subject matter (as described above); 3) complete an approved California teacher education program; 4) pass a course on the U.S. Constitution; and 5) pass a special course on reading instruction. To obtain a Professional Credential, prospective teachers must: 1) successfully complete a fifth year of study in an approved California IHE; 2) pass a course in health education; 3) pass a course on mainstreaming exceptional children, and 4) pass a course on the use of computers and other technology in the classroom. Both credentials are renewable every five years with at least one semester of teaching experience and with the completion of individual professional growth plans that are reviewed by designated professional growth advisors. These plans must contain at least 150 clock hours of professional growth activity. Some individuals who complete fifth-year teacher preparation programs and meet all other applicable requirements may immediately apply for the Professional Credential, although individuals who hold the Preliminary Credential need to work toward the Professional Credential through professional growth plans.

The California Department of Education (CDE) and the California Commission on Teacher Credentialing (see **STANDARDS BOARDS**) are engaged in research in the need for a new teacher assessment system that would potentially include mentoring training and diagnostic assessment. The CDE and CTC will report on this project to the state legislature in March 1992.

LICENSURE FOR SCHOOL ADMINISTRATORS: The Administrative Services Credential is required of all administrators in California except superintendents. (However, school districts usually require this credential for superintendents when conducting a search.) California licenses school administrators through a two-step process. First, the state offers the Preliminary Administrative Services Credential to those who have three years

of teaching experience and have completed a professional preparation program (of at least 24 credit hours in duration) that focuses on entry-level competencies and knowledge. The holder of this credential may be hired in an entry-level managerial position. In the second step of the credentialing process, individuals earn a lifetime credential, the Professional Administrative Services Credential. To obtain this, individuals must, within five years, complete an advanced program of at least 24 credit hours that prepares them to become either higher-level school administrators or highly proficient site or non-district office administrators.

The Administrative Services Credential is currently under review. The California Commission on Teacher Credentialing (see **STANDARDS BOARDS**) and the CDE have undertaken a comprehensive review of all administrative preparation and assessment policy. Alternative routes are being investigated, and state agencies are considering ways of assessing administrative competencies. Furthermore, requirements for the first and second phase of the credential are being reexamined. The study is expected to continue through 1991.

STANDARDS BOARDS: The California Commission on Teacher Credentialing (CTC) is an autonomous board with regulatory authority on state teacher preparation policy. It establishes certification and licensure requirements, conducts educational research, sets program approval standards, evaluates programs to ensure that standards are met, and administers required testing programs. Since 1988, education codes require that the CDE, the state superintendent, and the CTC keep one another informed of their initiatives.

State law specifies the following composition for the CTC: six classroom teachers, one school administrator, one school services person other than an administrator, one full-time university faculty member, one representative of the state superintendent, and five public representatives (one of whom must be serving as a local school board member). Those members are appointed by the governor. Four nonvoting commissioners (including one representative each from the Board of Regents of the University of California, the trustees of California State University, the Association of Independent California Colleges and Universities, and the California Postsecondary Education Commission) are appointed by their respective institutions.

Recent projects of the CTC include work on increasing the congruence between subject matter exams and programs for those subjects. Toward this end, the CTC has appointed expert advisory panels in disciplines to provide new standards and specifications for the courses to be offered in subject matter programs. This work has reached the field test stage in English, math, science, and history-social science. Comparable work has begun in art, music, foreign languages, physical education, and elementary teaching.

ALTERNATIVE PREPARATION FOR LICENSURE: The state offers five alternative means of attaining a teaching credential, as described below:

Option 1: University Intern Program. Prospective teachers apply directly to IHEs for this program. Candidates must have a bachelor's degree, passing scores on the CBEST, and verified competence in their subject. They must also enroll in an internship teacher

preparation program, a program based upon CTC-adopted standards of program quality. The state issues Internship Credentials to candidates who have met these qualifications. Under the supervision of an IHE, candidates work toward a Professional Credential and teach half time. They receive a clear credential after they complete one or two years of successful teaching and the IHE's fifth-year teaching program.

Option 2: District Intern Certification. For this program, district internships are developed to be consistent with standards established for regular programs. This option requires districts to apply to the CTC for credentials on behalf of its interns. If districts can show a shortage of "certified and qualified" personnel, they may hire candidates who have bachelor's degrees, have passing scores on the CBEST, have verified competence in their subject, and have completed a three-week block of preservice training. The state issues District Intern Credentials to candidates with these qualifications. The newly-hired person then works with a mentor teacher, has an annual evaluation, and takes course work toward a Professional Credential. The state awards a Professional Credential after the candidate completes a teacher education program, two years of classroom teaching, and the district's fifth-year teacher preparation program.

Option 3: Emergency Permit. A district may hire a person to teach any subject if it can demonstrate a shortage of credentialed personnel. Individuals hired on an Emergency Permit must hold a baccalaureate degree, pass a district assessment of subject knowledge, and provide support to the permit holder. To renew the permit, the person must be enrolled in a teacher preparation program and must complete six credit hours of courses annually and must work with the assistance of an experienced educator. The state awards a Professional Credential after a candidate completes a fifth-year teacher preparation program.

Option 4: Eminence. This route allows a few exceptional professionals from other professions to teach. Districts and individuals apply for one-year, renewable credentials that are valid only in the county in which they are issued.

Option 5: Out-of-State. Teachers with a credential from another state who wish to teach in California have one year to meet all requirements for state credentialing, including passing the CBEST. In addition, they must have at least one year of teaching experience. The CTC has discretionary authority to review and grant Professional Credentials in these cases.

MINORITY TEACHER RECRUITMENT: State minority teacher recruitment efforts are targeted at both paraprofessionals and at interorganizational commitment to support cohorts of teachers through secondary, postsecondary, and teacher preparation programs.

SB 156, enacted in 1989, funds two pilot projects to recruit paraprofessionals into teacher preparation programs. These individuals receive assistance for books, fees, and tuition while attending a community college or a campus in the California State University System. They are required to work one year in a classroom of the sponsoring district for each year of scholarship the individual receives. The legislation specifically notes that 40 percent of the program participants must be members of racial and ethnic minority groups. Two pilot programs at community colleges will be funded with a \$50,000 grant in 1991.

The Education Roundtable of the Intersegmental Coordinating Council brings together the CDE, the CTC, the SBE, school districts, community colleges, California State University System, the University of California System, and other organizations to identify students for careers in teaching. Minority teacher recruitment is a high priority for this group, particularly for the California State University System, which uses California Lottery monies to fund Teacher Diversity Grants. The CDE also has a data base that describes ethnicity as well as other characteristics of the teaching pool.

EARLY CHILDHOOD EDUCATION: California funds the General Child Development Program, through which a variety of state educational efforts for children from birth through age 14 exists. One component of the General Child Development Program is the state Preschool Program, a companion program to Head Start for three- and four-year-olds. It is a half-day, comprehensive program for disadvantaged youngsters and involves parents. Staff-to-student ratios in early childhood classrooms are as follows: 1 to 3 for children from birth to 18 months (and no more than 18 children in a group under one teacher); 1 to 4 for children from 18 to 36 months (and no more than 16 in a group); 1 to 8 for children from 36 months old to kindergarten age (no more than 24 in a group); 1 to 14 for kindergarten through age 14 (no more than 28 in a group). There is a proposal to change the preschool ratio from 1 adult to 8 children to 1 adult to 10 children. Some other child care efforts under the General Child Development Program are the state School-Aged Parenting Program for pregnant teenagers, which provides child care for children born to teenagers, Migrant Child Development Programs, and Campus Child Development Programs.

For 1990-1991, about \$342 million is budgeted for all Child Development Programs. That figure includes about \$216 million for public agencies and \$118 million for private agencies administering the General Child Development Program and \$38 million for State Preschool Programs. Approximately 100,000 children served by these programs, including 27,000 in public schools and 13,640 in private agencies providing the General Child Development Program and 19,179 in the state Pre-School Program.

There is a preschool authorization, which may be part of a multiple subject credential, that allows an individual to teach in a self-contained preschool through high school. Otherwise, the CTC requires all teachers at publicly funded preschools to hold one of four state permits in early childhood education. These four--the Regular Childrens' Center Instructional Permit, the Limited Permit, the Supervision Permit, and the Life Supervision Permit--vary in the child development courses and experience required.

A Regular Children's Center Instructional Permit requires 24 semester hours of early childhood education courses in three required areas (Child/Human Growth/Development; Child/Family/Community Relations; and Early Childhood Education Programs and Curriculum); 16 semester hours of courses in general education; and two years of experience. For individuals without a bachelor's degree, this credential is renewable indefinitely so long as the person completes 15 semester hours of courses per renewal. Inservice is not required if the individual holds a bachelor's degree.

The Limited Children's Center Instructional Permit requires the Child Development Associate degree, one year of teaching experience, and six semester hours of courses. (These do not have to be in the three aforementioned areas.) This permit may be renewed for two years at a time for up to eight years, at which time the individual must qualify for a Regular Permit.

To qualify for the Children's Center Supervision Permit, an individual must hold a Regular Permit; must have an additional 12 hours of early childhood education courses and six semester hours of administration/supervision of child development programs (one course introductory and the other advanced); must have two years of experience as a teacher in a child development program; must hold a bachelor's or higher degree; and must pass the CBEST. This permit is valid for five years and may be renewed for life if the individual has five years of experience under this permit.

The 1988 California Department of Education report entitled **Here They Come: Ready or Not** has resulted in the Early Primary Initiative, which involves the implementation of developmentally appropriate programs for preschool, kindergarten, and primary programs. A variety of early childhood issues are being addressed. There is also some interest at the state level in investigating the establishment of an early childhood/special education credential.

CLINICAL/FIELD EXPERIENCE: California law states that one-half of each teacher preparation program must consist of early field experience and student teaching. The CTC has created standards to stipulate the quality of these experiences. The teacher candidate must pass the CBEST and the pertinent subject exam prior to student teaching (see **STANDARDS**). Student teaching must consist of at least 12 weeks of experience. Cooperating teachers must be fully credentialed, oriented, and trained in the supervisory role. Both the cooperating teacher and the clinical faculty must comprehensively evaluate the candidate's student teaching experience..

December 1990

COLORADO

STANDARDS: Applicants to teacher education programs must score above the 75th percentile on the CAT and must meet one of the following criteria: 1) graduated in the top 50 percent of their high school class; or 2) achieved a minimum composite score of 820 on the SAT or 19 on the ACT; or 3) maintained a 2.5 GPA in 30 hours of higher education courses. Several IHEs require a minimum GPA of 3.0. The SDE put together a series of task forces that will report in January 1991 on entrance and exit requirements. The Colorado Commission on Higher Education, which governs public IHEs, has put a cap of 42 hours on teacher education courses, including student teaching.

Colorado offers two types of teaching credentials. Type A (the General Teachers Certificate) is valid for five years and may be renewed with six semester hours of credit. One may teach under a Type A Certificate indefinitely. Type B (the Professional Certificate) requires a master's degree and three years of teaching. Regulations scheduled to go into effect in 1991 will require teachers to pass tests of their general, professional, and subject knowledge before they can receive a credential. However, a task force continues to await results of research into this matter.

If a district can demonstrate that no qualified teacher is available for a position, it may request that an Emergency Certificate be issued to the most qualified candidate available (who need not hold a bachelor's degree). This credential is renewable annually for up to three years as long as the individual shows progress toward licensure. Once the new alternative preparation program goes into effect, emergency credentials will only be renewed if the individual can demonstrate that he or she is not a candidate in an alternative preparation program.

A bill expected to be introduced in early 1991 would change the credentials offered in Colorado from "certificates" to "licenses." In addition, it would create a Teacher Professional Standards Board within the SDE as well as an Administrator Professional Standards Board (see **STANDARDS BOARDS**).

LICENSURE FOR SCHOOL ADMINISTRATORS: School administrators in Colorado must hold the endorsement appropriate to their job. Elementary Principal, Secondary Principal, and Superintendent endorsements may be attached to the Type D Certificate, Colorado's administrative credential. To obtain one of the Principal endorsements, individuals must: 1) complete 45 semester hours of graduate study for the principalship; 2) complete a school administration program for the principalship; and 3) have two years of teaching experience or two years of professional work experience in which teaching competencies have been demonstrated. For the Superintendent endorsement, individuals must: 1) complete 60 semester hours of graduate study for the superintendency; 2) have five years of teaching or administrative experience; and 3) complete a school administration program for the superintendency. Both credentials are valid for five years. As of 1990, all administrators renewing their credentials must have specific evaluator training in addition to the six semester hours of appropriate college credit.

STANDARDS BOARDS: The SBE appoints members of the Commission on Teacher Education and Certification (CTEC) to advise it on standards for the profession. The 11-member board includes five teachers, one principal, one systemwide administrator, one district program supervisor, one dean or chair of an SCDE, one SCDE faculty member, and the state education commissioner. The CTEC approves IHEs' programs every five years and periodically reviews state standards for program approval and licensure. In September 1990, the CTEC reported the results of seven task forces in the following areas: general certification requirements (types and terms of credentials); professional education programs; certification endorsements; certification renewal; teacher education approval authority; teacher assessment; and the decertification process. The SBE is considering the information from the report.

Legislation expected in 1991 would create professional standards boards for teachers and administrators. These boards would be given authority to study, develop, and recommend criteria for licensure, evaluation of approved and alternative education programs, induction programs, and professional practices.

ALTERNATIVE PREPARATION FOR LICENSURE: In 1990, legislation passed which created provisions for alternative preparation programs. The law also provides for a Minority Teacher Incentive Program, which would allow the SDE to solicit funds for grants to minority teacher candidates enrolled in alternative programs. The SBE rules for program implementation are being developed and will undergo hearings in late 1990. Programs are expected to be implemented in fall 1991.

Through this program, districts will be allowed to initiate an alternative program with the cooperation of an IHE and the SDE. Individuals with a bachelor's degree in the subject to be taught and an employment contract with a district could teach in that district while participating in a program approved by the district, the IHE, and the SDE. The educational program would take place at the district. The person would take courses while teaching under the supervision of a mentor. No more than 225 hours of professional education may be required. When the preparation was complete, the individual would have to take the tests required of all candidates for a license and would then be eligible for the Type A Certificate.

MINORITY TEACHER RECRUITMENT: State involvement in minority teacher recruitment is limited to the Minority Teacher Incentive Program. Under this program, grants of \$1,500 are to be available to minority teacher candidates who have been accepted into an alternate teacher program and are "promising candidates," as determined by the district. The state does not appropriate funding for this program, but rather requires the SDE to solicit funds from outside sources. The legislation limits the solicitation of funds to a maximum of \$200,000 per year. In 1991, the SDE will begin the solicitation.

To increase the number of minorities teaching in Colorado, the state permits teacher education programs to admit 5 percent of their students under alternative admission criteria approved by the SBE. Exit standards will be maintained.

EARLY CHILDHOOD EDUCATION: The Colorado Preschool Project, begun in 1988, is funded to identify and provide services to four- and five-year-olds deficient in language development. ("Deficient in language development" refers to all at-risk children, and districts may define what "at-risk" means in the particular community. The SDE will check to see that districts definitions are reliable and valid.) The project is a comprehensive, half-day program (although some districts extend it to full day) that uses public and private service providers. A combination of state and local money totaling \$4 million for 1990-1991 funds programs in 59 districts serving 2,750 four- and five-year-olds. Local program providers determine the services on the basis of an assessment of family needs; comprehensive services are encouraged, although they are not funded by the state. One day is devoted to parental involvement each week.

Colorado offers an Early Childhood Endorsement for teachers of children ages three through eight. The enabling legislation for the Colorado Preschool Project stipulates that the state or district cannot require teachers in the program to be certified because of the variety of individual service providers' requirements for staff. The SDE has a grant from the University of Colorado-Boulder to consider ways in which the program's regulations for areas such as teacher certification and training may be made uniform.

A measure that would have mandated the provision of kindergarten programs did not pass in 1990.

CLINICAL/FIELD EXPERIENCE: The state requires a person to have experience with a particular age group before entering a teacher education program. Candidates must have 100 clock hours of planned, documented experience with pupils throughout their program. Students must have at least 400 contact hours of student teaching at the grade level and in the subject in which they will be licensed. The student teacher must be supervised by a licensed teacher and by college supervisors and may teach in more than one setting. According to HB 1338, districts must develop evaluation procedures and must file them with the SDE. Student teachers must be given the criteria by which they will be evaluated before they student teach. Students must be evaluated at mid-term and at the end of the semester by the university supervisor. The evaluation must be signed by the university supervisor, the student teacher, and the cooperating teacher. Colorado does not specify training for the cooperating teacher but does require that he or she be paid \$75 by the IHE.

December 1990

CONNECTICUT

STANDARDS: To enter a teacher education program, a person must have at least a B- GPA in undergraduate courses, have an interview, submit a writing sample, and pass the Connecticut Competency Exam for Prospective Teachers (CONNCEPT). Students may be exempted from any of the above except the CONNCEPT, and they may receive a waiver for the CONNCEPT if they have either an SAT composite score of 1000 (no less than 400 on either section) or an ACT composite score of 24. All graduates must major in the specific subject that they plan to teach or in a special interdisciplinary major designed for those wishing to teach in elementary grades.

For licensure, the state requires candidates to pass either NTE subject exams in their respective endorsement areas or the elementary content exam. (This is referred to as the CONNCONTENT requirement.) Out-of-state candidates must take the CONNCEPT or meet the SAT/ACT waiver requirement before being licensed. Candidates receive an Initial Educator Certificate once they have graduated and passed the above exams. This credential is valid for one year.

Since July 1, 1989, candidates for Provisional Educator Certificates have been required to take part in the Beginning Educator Support and Training Program (BEST). Through this program, they must receive a satisfactory clinical assessment of their professional knowledge within one year after they begin teaching. They are then eligible for the Provisional Educator Certificate, which is valid for eight years. This credential requires a master's degree or at least 30 semester hours of credit beyond the bachelor's degree in a planned program. It must be renewed every five years, and nine approved continuing education units are required for its renewal.

Superintendents who have advertised a teaching position and have found no qualified, credentialed candidate may ask the state to issue a Durational Shortage Area Permit. This one-year credential may be held by individuals who hold a bachelor's degree and may be renewed twice provided the holder can show enrollment in a teacher education program and has taken at least nine credit hours of courses.

LICENSURE FOR SCHOOL ADMINISTRATORS: Connecticut requires school administrators to have one of a variety of school administrator credentials at the initial, provisional, and professional levels, among them the Intermediate Administrator or Supervisor Certificate for assistant superintendent of schools, principals, and other administrators, and the Superintendent of Schools Certificate.

To obtain the one-year Initial Intermediate Administrator or Supervisor Certificate, individuals must meet five criteria: 1) they must hold or be eligible to hold the Connecticut teaching credential; 2) they must hold a master's degree from an approved IHE and complete 18 additional semester hours of graduate credit; 3) they must have five years of teaching experience (three of which must be in the public schools, in approved non-public schools, or in an administrative position in a state education agency); 4) they must present a recommendation from the preparing IHE; and 5) they must complete study in a postbaccalaureate program in foundations of

education, psychological foundations of learning, curriculum development, and educational administration and supervision (prior to July 1, 1991) or in a postbaccalaureate program that examines psychological and pedagogical foundations of learning, curriculum development and program monitoring, school administration, personnel evaluation and supervision, and contemporary educational problems and solutions from a policy-making perspective (on or after July 1, 1991).

To receive the eight-year Provisional Intermediate Administrator or Supervisor Certificate, individuals must have completed: 1) a beginning educator support and assessment program and one school year of successful service under the Initial Certificate or Durational Shortage Area Permit (see **STANDARDS**); and 2) three years of successful administrative or supervisory service in a public or approved non-public school or in a state education agency within 10 years of applying for the provisional credential. To obtain the five-year Professional Intermediate Administrator or Supervisor Certificate, individuals must have completed: 1) at least three years of successful service under the provisional credential; and 2) at least 30 semester hours of graduate study beyond the master's degree at an approved IHE. (The regulations state that the undergraduate and graduate programs of such a person should include at least 100 semester hours of credit in general education.) This credential must be renewed with nine approved continuing education units.

To obtain the Initial Superintendent of Schools Certificate, individuals must: 1) hold or be eligible to hold a teaching credential; 2) hold a master's degree plus 30 semester hours of graduate credit from an approved IHE; 3) have completed at least eight years of teaching experience, five of which must be in public or approved non-public schools or in an administrative position in a state education agency; 4) have three years of full-time administrative or supervisory experience in any of the aforementioned schools or agencies (this requirement may be used toward meeting the five-year requirement mentioned in the teaching experience requirement); 5) present a recommendation from the preparing IHE; and 6) complete study in the total postbaccalaureate program as described in the requirements for the Intermediate Administrator or Supervisor Certificate. Requirements for the eight-year Provisional Superintendent of Schools Certificate are identical to those for the Intermediate Administrator or Supervisor. To obtain the Professional Superintendent of Schools Certificate, individuals must show evidence of having served successfully under the Provisional Superintendent of Schools or Provisional Teaching Certificate for at least three years.

Other administrative credentials issued in Connecticut include the Department Chairperson Certificate and the School Business Administrator Certificate. Administrative credentialing will be under review in early 1991; this review will include a discussion of alternative preparation for licensure.

STANDARDS BOARDS: The Commission on Professional Standards (CPS) has formed and replaces the Permanent Advisory Council on the Teaching Profession in response to a legislative mandate from May 1990. The CPS consists of 17 members. Six teachers will be appointed by the unions (four from the Connecticut Education Association and two from the Connecticut Federation of Teachers), and two members will be appointed by the SBE. One must be a

state or local administrator or higher education representative, and one must be from the business community. The remaining members are to be appointed by the state legislature and are to include at least one parent, one local superintendent, and from three to five representatives of business and industry. This group will serve in an advisory capacity to the SBE, the legislature, and the governor on teacher credentialing, preparation programs, and professional development. The CPS has already met and is required to compile a code of ethics for the teaching profession by June 1, 1991.

ALTERNATIVE PREPARATION FOR LICENSURE: The Alternate Route to Certification program consists of an eight-week, full-time summer program at Wesleyan University followed by two years of supervised teaching in a public school setting. This program is geared for those who wish to teach in grades four through eight or in secondary classes in English, foreign language, science, math, history, and social studies. Applicants to the program must meet several criteria. They must: 1) have a bachelor's degree with a major in the subject they will teach or the minimum number of credits in the area to be endorsed; 2) write an essay demonstrating command of English; 3) earn a passing score on the CONNCEPT (see **STANDARDS**); 4) show proof of having registered to take the CONNTEST; 5) have experience working with children; and 6) have an undergraduate GPA of at least a B or have 24 semester hours of graduate credit with a GPA of at least a B. The fifth and sixth requirements may be waived by the Commissioner of Education. When they complete the eight-week program, individuals are issued a record of completion and may look for employment. When they obtain public school employment, they are issued a 90-day, temporary credential. When they successfully complete the 90-day probationary period, individuals are issued an Initial Educator Certificate, under which they will teach for one and one-half years. Like other new teachers, they must participate in the BEST program, in which they are supervised and observed. When they successfully complete this program, they receive the Provisional Educator Certificate and must meet the same requirements as all other teacher candidates in the state.

MINORITY TEACHER RECRUITMENT: The state has just begun implementing the TOP (Teaching Opportunities for Professionals) program for currently employed paraprofessionals who wish to become teachers. The paraprofessionals in the TOP program work half of the school year and take courses toward a bachelor's degree the other half of the year until they complete the degree. The district pays their salary during this time. The state pays a substitute paraprofessional to work during the six months that the regular employee is in college. Although the program is not geared specifically toward minorities, approximately 80 percent of those participating in the program are minorities. For the 1990-1991 year, the legislature gave the SDE \$500,000 for the TOP program. The legislature has required the Commissioner of Education to seek private sources for the rest of the necessary funding; the Commissioner has received \$61,000 from business and industry.

A governor's commission looking at the elements involved in quality integrated education will issue a report of its findings in December 1990.

EARLY CHILDHOOD EDUCATION: In 1990, the state approved the creation of a license for teaching prekindergarten through kindergarten, but requirements for that credential have not been finalized. A committee of the SBE decided against a credential for paraprofessionals but made recommendations about minimal requirements for them. Districts are not required to adhere to these recommendations. The SBE has requested that the SDE research ways in which more children may be served by Head Start.

CLINICAL/FIELD EXPERIENCE: The Connecticut Teaching Competencies must be incorporated into the student teaching experience. New standards requiring 10 weeks of full-time student teaching or its equivalent are still pending. The cooperating teacher must hold a Professional Educator Certificate, demonstrate successful teaching in a district, and show the desire to "facilitate the professional growth of newcomers into the profession." Cooperating teachers (as well as mentors for the BEST program) are selected from within their district according to state criteria. When selected, the cooperating teachers take part in a summer institute, for which they receive stipends and continuing education units. When a student is placed with them, cooperating teachers continue to attend workshops (for which they also receive a stipend and CEUs). The cooperating teacher is also required to assist the IHE in its evaluation of the student teacher and to attend follow-up seminars. The state pays cooperating teachers \$50 for every week they supervise a student teacher.

Awaiting legislative approval is a measure that would make the participation of supervising professors in the BEST training program for mentor teachers and cooperating teachers (see **STANDARDS**) part of program approval requirements.

December 1990

DELAWARE

STANDARDS: Delaware permits IHEs to develop their own entrance and exit requirements; however, the state requires that individuals achieve the following P-PST scores prior to receiving a teaching credential: reading, 175; mathematics, 175; writing, 172.

The state will eliminate the Initial Standard Certificate as of July 1, 1991. Individuals who complete teacher preparation programs and meet the P-PST scores will receive a Standard Certificate. This five-year credential will be renewable with three years of teaching experience at the same grade level during the five years or six hours of refresher coursework. With three years of public school teaching experience, the individual may hold the Standard Certificate with Professional Status, which is still renewed in the same fashion.

Delaware issues one- to three-year substandard credentials to individuals with a bachelor's degree or majors in the field to be taught and need up to 30 semester hours to complete licensure requirements. Delaware also issues nonrenewable Emergency Certificates for periods less than one year and pays teachers with this credential 80 percent of a fully licensed teacher's salary. On July 1, 1991, the state will cease to issue Provisional Certificates and will instead issue Temporary Certificates. In the case of an emergency, a district will be able to request a one-year Temporary Certificate to hire someone for a position where no qualified, credentialed individual can be found. Eligibility requirements for an individual teaching under this credential are not specified. The credential is valid until the end of the school year.

LICENSURE FOR SCHOOL ADMINISTRATORS: Several administrative credentials are issued in Delaware, among them the Elementary Principal, Secondary Principal (or Assistant Principal), and Superintendent, among others.

To obtain the Elementary or Secondary Principal (or Assistant Principal) Certificates, individuals must: 1) hold a master's degree from an accredited college; 2) have a minimum of three years of successful teaching at the appropriate level or two years of such teaching and a one-year internship; 3) have a master's degree in school administration at the appropriate level or complete an approved graduate program in school administration or any master's degree with a two- or three-semester hour course in each of five specified areas.

For the Superintendent Certificate, individuals must: 1) hold a master's degree and 30 graduate credits (or 60 graduate credits including a master's degree) or a doctorate from an accredited IHE; 2) have three years of teaching experience or two years of teaching and complete one year of supervised internship in a 60-semester hour planned program in school administration; 3) a major in school administration, including work in curriculum, supervision, business administration, and personnel administration.

All are five-year credentials and are renewable with three years of administrative experience over the five-year period.

Other administrative credentials in the state include the Administrative Assistant, the Assistant Superintendent for Curriculum or

Business, and the Supervisor. All administrative credentials will be under revision in 1991.

STANDARDS BOARDS: The SDE appoints the Teacher Certification Advisory Committee to make period reviews and recommend policy changes for each credential. Membership in the committee varies, as subcommittees are appointed to review these areas. Composed of 10 to 12 members, subcommittees generally include the teacher certification officer, approximately five teachers, one superintendent, three IHE representatives, and one SDE representative. The teacher certification officer appoints these members and the state superintendent endorses them. The committee is currently revising all of the credentials offered in the state.

ALTERNATIVE PREPARATION FOR LICENSURE: Starting July 1, 1991, the state will begin to issue Internship Certificates. Districts will be able to hire individuals with backgrounds in academic subjects who have completed 15 hours of teacher education coursework but have not undergone student teaching. These individuals will be able to teach with IHE and district support and will be evaluated three times during that year. If the individuals receive positive evaluations and meet the P-PST requirements at the school year's end, they will be eligible for the Standard Certificate.

In the meantime, when a licensed instructor is unavailable, districts may request issuance of a Limited Standard Certificate to fill a teaching position. To be eligible, a person must hold a bachelor's degree in a subject designated as a curricular shortage area, meet the P-PST requirements (see **STANDARDS**), and be within nine semester hours of completing an approved program. With a Limited Standard Certificate, these individuals may participate in summer institutes, LEA or teacher center inservice training, and formal instruction. They have one to three years to complete their state approved program to receive a standard credential.

MINORITY TEACHER RECRUITMENT: In 1990, a bill to fund programs for recruiting minority students into teacher education programs and retaining them as teachers did not pass. Some school districts have brought back future teachers clubs and have worked on "grow-your-own" programs whereby the district encourages the minority student to become a teacher and return to the district to teach.

EARLY CHILDHOOD EDUCATION: Delaware no longer has a state-funded preschool. From 1986 through 1989, the legislature funded three pilot projects (one in each of the state's three counties) for four-year-olds. Districts applied for the funding, which totaled \$300,000 per year or approximately \$70,000 per project (some programs received more money). Program offerings varied among the districts, but all offered services to a heterogeneous population of children; in all, 99 children were served. The legislature has not continued the program's funding, so the program is no longer in existence.

The state's unit on children, youth, and their families licenses preschools; however, the licensing procedure focuses on the physical plant and building conditions rather than on instruction. The governor's Task Force on Day Care Facilities is trying to develop requirements for those who work in day care facilities.

The state offers an Early Childhood Education Certificate that authorizes persons to work with children in kindergarten through grade three. (The state also offers the Early Childhood/Special Education Certificate for teachers of children three through six years old). In addition, the state has an agreement with the University of Delaware that stipulates that graduates of its early childhood education program may teach nursery and kindergarten. As most credentials are under review in Delaware, the Early Childhood Education Certificate is also under reconsideration. At the state level, individuals are discussing a possible preschool credential that would enable individuals to teach children ages birth through five; in addition, the state is considering attaching an endorsement for kindergarten through grade three onto a possible elementary credential which would be valid for teachers in grades one through five.

CLINICAL/FIELD EXPERIENCE: Currently, Delaware does not stipulate the length or content of pre-student teaching or student teaching experiences; however, with the revision of standards occurring in 1991, there may be some new requirements in these areas.

December 1990

DISTRICT OF COLUMBIA

STANDARDS: Individual IHEs determine entrance and exit requirements. The District of Columbia Public Schools (DCPS) is considering a mandated 2.5 GPA on the undergraduate courses a student takes before entering a teacher preparation program. Effective May 1, 1989, the District of Columbia requires candidates to attain a score of 648 on the NTE communication skills test and a score of 70 on a specific subject matter content knowledge test.

Once individuals complete an approved program and pass the required tests, they are eligible for a Standard Certificate. With two years of successful teaching, individuals are eligible for the five-year Professional Certificate, which may be renewed with six credit hours of graduate courses or approved inservice training.

The DCPS currently offers a permit whereby individuals may be hired for one year on the recommendation of an assistant superintendent if no licensed person is available. Such individuals must be working toward licensure.

LICENSURE FOR SCHOOL ADMINISTRATORS: All school officers must hold the generic School Officer's Certificate. To obtain this credential, individuals must have completed a master's degree and six hours of administration and supervision courses and have teaching experience. This five-year credential may be renewed with the completion of six credit hours. In 1991, the DCPS will consider changes in administrator licensure.

STANDARDS BOARDS: The DCPS Board of Education regulates teacher education policy in the District of Columbia. A representative group is selected to look at licenses in particular areas. Because the DCPS must review teacher licenses every five years, a steering committee of deans from SCDEs and selected school personnel has been appointed and will meet throughout 1991 to discuss, coordinate, and recommend changes in teacher licensure. The Board of Education gives final approval on all licenses.

ALTERNATIVE PREPARATION FOR LICENSURE: A subcommittee of three SCDE deans and selected school staff has been developing a framework for an alternative preparation for licensure model. Although the framework is not yet complete, it would permit individuals with bachelor's degrees to teach in critical shortage areas under a one-year Provisional Certificate. These individuals would take intensive summer programs in pedagogy prior to teaching and would take modules of education courses during the school year. Participants would teach with the support of a mentor.

MINORITY TEACHER RECRUITMENT: Although programs are not targeted specifically for minorities, the District of Columbia sponsors several efforts in teacher recruitment which result in the recruitment of minority teacher candidates. For example, children in the city may select to attend one high school which offers a teaching emphasis. In addition, other children may take part in one of 22 Future Educators of America (FEA) clubs organized in both elementary and secondary levels.

The District of Columbia also sponsors an effort to bring paraprofessionals into the teacher preparation program at the University of

the District of Columbia (UDC). The District pays part of the tuition for paraprofessionals who attend UDC part-time and work in a District of Columbia classroom. This work counts as their laboratory experience.

EARLY CHILDHOOD EDUCATION: The District of Columbia offers Head Start programs for three-year-olds and prekindergarten programs for four-year-olds. Although the District receives some federal funding for Head Start, the bulk of the funding comes from the District of Columbia. Approximately 800 children who are served in this program receive comprehensive services. Staff-to-student ratios are 1 to 9 for Head Start. The prekindergarten program is open to all four-year-olds but geared toward at-risk children. These full-day programs are offered in about 200 classrooms throughout the city and are funded at a level of about \$11 million in 1990-1991. In addition, these programs received an additional \$1.8 million to bring the classes in line with the stipulated staff-to-student ratio (1 to 10 for the prekindergarten program) and another \$1.2 million to upgrade equipment and materials. About 4,000 children are served in the prekindergarten classes.

A citywide collaborative has convened to facilitate the delivery of comprehensive services for all children in the District of Columbia. Representatives from the mayor's office, the DCPS, the District of Columbia Department of Human Services, child care providers, early childhood educators, and others, will convene to examine how to accomplish this task.

The District of Columbia offers an Early Childhood Certificate, which authorizes teachers to work with three- to five-year-olds. Those teaching in either the Head Start or the prekindergarten program must hold this credential. As teaching licenses are reexamined (see **STANDARDS BOARDS**), this credential may be changed to authorize individuals to teach children from ages three through eight.

CLINICAL/FIELD EXPERIENCE: The District of Columbia requires candidates to have clinical experiences before student teaching. However, SCDEs may determine the length and content of these experiences. In 1989, deans from the seven District of Columbia SCDEs decided that all should offer an eight-week, consecutive, full-day student teaching experience. Cooperating teachers must have at least three years of teaching experience, of which at least two must have been in the DCPS. The Office of Instructional Support in the DCPS selects prospective cooperating teachers. IHEs run training workshops for cooperating teachers free of charge. For the 1990-1991 school year only, all SCDEs have agreed to compensate teachers with either a three-credit course or \$100 per student teacher supervised.

December 1990

FLORIDA

STANDARDS: To be admitted to a teacher education program, applicants must score in the national 40th percentile or above on either the SAT (currently a combined score of 840) or the ACT tests (currently a 19). Up to 10 percent of an IHE's admissions may be individuals who fail to meet these minimum standards.

Before receiving a credential, candidates must pass the Florida Teachers' Certification Examination (FTCE). The FTCE has sections on professional knowledge, subject knowledge, and basic skills. The section on basic skills, the College Level Academic Skills Test (CLAST), is required of all incoming juniors in Florida IHEs. All candidates for a teaching credential are fingerprinted.

Any individual holding a bachelor's degree who has completed all the specialization requirements for an endorsement and has maintained a 2.5 overall GPA may be issued a two-year, nonrenewable temporary credential. To obtain a five-year, Professional Certificate, an individual must successfully complete the Florida Beginning Teacher Program and pass the FTCE. To renew this credential, one must complete six credit hours, 120 inservice training credits, or any combination of the two. Fifty percent of this work must be outside of the educational field, and all of it may be.

LICENSURE FOR SCHOOL ADMINISTRATORS: Three credential levels exist for school principals in Florida, and all principals must have one of these credentials. The second credential level licenses individuals for all positions in administration, supervision, and educational leadership. To obtain the Level One: Educational Leadership Certificate, individuals must: 1) have three years of teaching experience; 2) have at least a master's degree; 3) complete the leadership core curriculum in eight areas specified by the state; 4) complete at least six semester hours of graduate credit or the equivalent in an approved district inservice management training program in research, foundations, curriculum, and instruction one; and 5) pass the Florida Educational Leadership Examination. To obtain the Level Two: School Principal Certificate, individuals must: 1) hold a valid Level One: Educational Leadership Certificate; 2) complete at least one year as an interim principal or intern principal, or two years as an assistant principal; and 3) receive a successful appraisal of their performance as principal. This five-year credential may be renewed with six credit hours, 120 inservice units or a combination of the two. Level Three: Professional School Principal is a voluntary credential for exceptional (as defined by the district) principals. This credential is currently being piloted in three districts. To obtain a Level Three, individuals must demonstrate three years of exceptional experience (that must take place after July 1986), which must be documented through a comprehensive performance appraisal and management system approved by the district and the SDE.

Local requirements exist in counties where superintendents are appointed. To be certified eligible for the annual special qualifications salary (\$2,000), elected superintendents must meet three criteria: First, they must complete training institutes conducted by the Florida Academy for School Leaders (FASL). Second, they must pass a written comprehensive

examination based on content from those institutes. Third, they must complete five additional two-day training institutes through the FASL or a master's degree or higher in school administration, school supervision, public administration, business administration, or core management. For two of the five institutes, they may substitute college credits in similar subject areas but that are not part of a degree program, provided these are earned within three years of initial certification. Each year they renew this certification, individuals must either: 1) complete the FASL Core Concepts of Management for Superintendents Institute, or 2) complete two two-day management training institutes, or 3) complete one college course in school administration, school supervision, public administration, business administration, or management that is not part of a degree program.

STANDARDS BOARDS: The governor appoints the 24-member Florida Education Standards Commission (ESC). The ESC advises the legislature and the SBE on teacher recruitment, subject matter competence, clinical education, governance, accreditation, and program approval. (The SBE consists of the elected Commissioner of Education, the governor, the attorney general, the Insurance Commissioner, and other state commissioners.) The composition of the ESC is stipulated as follows: 12 teachers (at least one must be a credentialed individual from a private institution and one must be a vocational education instructor), one superintendent, one school principal, one school personnel officer, one teacher education inservice director, four citizens (two of whom must be school board members), three representatives from IHEs (two of whom must be deans from SCDEs and the other of whom must be employed by an independent IHE), and one community college administrator.

According to HB 931, which passed in spring 1990, the ESC is now responsible for recommending critical state priorities for preservice and inservice training. In addition, HB 931 requires the ESC to recommend standards of excellence for teacher preparation that exceed program approval requirements. Programs that meet these standards will receive public recognition and will be able to receive "teacher enhancement grants."

ALTERNATIVE PREPARATION FOR LICENSURE: Most public IHEs and some private IHEs are involved in providing the professional component of Florida's alternative preparation program through several centers funded by the state. Centers receive approximately \$65,000 from the state to provide a variety of programs. Some are geared toward liberal arts graduates who need professional education training, and some are geared toward people already in the work force who wish to become teachers. Generally, participants in these programs have some training before they enter a classroom and are then supervised by a mentor team while teaching. After individuals complete the required courses and a year of teaching, they must pass the FTCE. They are then eligible for the two-year Temporary Certificate and must participate in an induction-year program. HB 931 has opened such programs up to those wishing to teach in elementary and special education, as well as those who wish to teach in secondary grades.

MINORITY TEACHER RECRUITMENT: A full-time recruiter from the SDE talks to minority students in all levels of the educational system, from the elementary to the postsecondary, to encourage them to stay in school and consider a career in education. The Committee on Minority Educator

Recruitment meets to discuss recruitment programs around the state and sponsors an annual conference focused on such efforts. The Office of Teacher Recruitment is compiling a "best practices" manual on efforts in this area. The state works with Future Educators of America clubs around the state and sponsors workshops, annual conferences, and handbooks for the groups.

The Chappie James Most Promising Teacher Scholarship offers college scholarships/loans of up to \$4,000 per year for up to four years to high school students intent on entering teacher education programs. Law requires that 15 percent of the scholarships go to minority students. The state forgives \$4,000 of the scholarship/loan for every year the individual teaches in a Florida school.

HB 931 allows IHEs and community colleges to establish preteacher education and teacher education pilot programs (approved by the SBE) to encourage minority students to prepare for a career in education. These programs will offer additional academic, counseling, and clinical support for students whom the institutions deem promising but who might not meet program admission standards. Graduates of such programs must meet all teacher licensure requirements. In addition, HB 931 directs the SBE to consider any possible negative impact of the QLAST on minority students.

EARLY CHILDHOOD EDUCATION: Since 1987, Florida has sponsored the Prekindergarten Early Intervention Program for at-risk three- and four-year-olds. (Seventy-five percent of the children must be eligible for the free lunch program and the other 25 percent are expected to be from foster homes or homes with drug abuse). Funded through the state lottery, the program received \$51,037,207 in 1990-1991. Florida has approximately 137,000 three- and four-year-olds who are eligible for free lunch; about 13,000 children will be served directly and approximately 5,000 more will be served through enhancements in all of Florida's 67 districts. To be eligible for the funding, districts must create District Interagency Coordinating Councils, which assist district school boards in planning and implementing the programs. The comprehensive programs, some of which are school-based and some of which are contracted through private centers, last at least six hours per day, provide parent education, and must adhere to state guidelines, including a 1 to 10 ratio of staff to students. Teachers in this program are not required to be certified in Early Childhood Education, although 30 hours of training are provided to aides and paraprofessionals working in the program. The state is developing a prekindergarten credential.

In the 1988-1989 session, the Florida legislature passed the First Start Program, which provides parent education and support services to at-risk and handicapped children from birth through age three and to their parents. These programs concentrate on meeting children's cognitive and language development, health, safety, and nutritional needs and on teaching parenting skills. For 1990-1991, the program has received \$3,200,000 to provide such services to districts on the basis of three criteria: 1) the number of children born in the district; 2) the number of children who are in the district's K-12 program for the mentally or physically handicapped, and 3) the number of children in the district receiving free or reduced lunch. Currently, 25 districts take part in this program.

HB 931 has added new components to the First Start Program and to other early childhood efforts. It requires the districts to set up parent resource centers, to be funded through community education programs and staffed by a coordinator who is trained in parent education and holds a bachelor's degree in one of several areas (including early childhood education or child development). Also, beginning July 1, 1991, the Commissioner of Education will identify two model schools for coordinated children's services and fund those programs at a rate of \$150,000 per district. The legislation requires such programs to meet standards set down by the National Association for the Education of Young Children. Finally, the legislation mandates a longitudinal study to discern how many families are served through the First Start Program.

CLINICAL/FIELD EXPERIENCE: The state requires a student teaching experience as part of the teacher preparation program; however, no length is specified. According to HB 931, by 1995 all postsecondary faculty involved in the supervision of field experience must have either training in clinical supervision, teaching experience, a Professional Certificate, or a commitment to spend a specified amount of time teaching in the public schools. All cooperating teachers must have documented training in clinical education by 1995. HB 931 requires SCDEs to cooperate with districts and approved nonpublic schools to select school sites for field experiences.

December 1990

GEORGIA

STANDARDS: To enter a teacher education program at a public IHE, a person must have an undergraduate GPA of 2.5 (either cumulative in a certain course of study or overall, depending upon the institution) and must pass the Regents' Test. The latter is a skills test of reading and writing comprehension that all Georgia college students must take before they may attain junior status.

The Senate Education Committee recently considered, but rejected, a bill that would have put a cap on professional education courses. Two separate committees, one formed under the Board of Regents, and the other, the Georgia Senate Education Committee, are examining teacher education and credentialing. The Board of Regents committee is examining teacher education at public IHEs and the Senate Education Committee is examining the credentialing process. Both groups are expected to submit reports by January 1991.

New instructors and all those who are new to teaching in Georgia must take the Teachers Certification Test (TCT) before or during their first year of teaching. A written exam, the TCT assesses knowledge in particular subjects.

Georgia's Performance Based Certificate is renewable every five years with 10 quarter hours, six semester hours, or 10 staff development units. Various forms of this credential are awarded, depending upon a teacher's field and degree level.

LICENSURE FOR SCHOOL ADMINISTRATORS: Beginning July 1990, administrators in Georgia will be required to hold a new credential, the Administration and Supervision Certificate. This credential will be held by individuals who are principals at any school level, individuals who hold any position in a central office, and superintendents. Individuals may earn this five-year credential with a master's degree, which must include five quarter hours each in curriculum development, supervision of instruction, organizational leadership in education, development and management of personnel, school business management, law, standards and policy for education leaders, and in a leadership field experience. This master's degree must be upgraded within the first five years of the credential to either an education specialist or doctoral degree in an approved program in elementary or secondary school leadership. Individuals also must pass the TCT in Leadership and must complete five years of acceptable school experience. After the initial renewal as described above, the Administration and Supervision Certificate is renewable every five years with 10 quarter hours, six semester hours, or 10 staff development units. There is currently no alternative preparation for administrators.

STANDARDS BOARDS: The Georgia Advisory Council on Education (GACE) is appointed by the SBE to advise it on revising licensure standards. The council consists of 30 voting members (three from each of Georgia's 10 congressional districts) and one nonvoting member from the SBE. The voting members must include 10 teachers, 10 school administrators, eight SCDE faculty, and two members of the public. GACE may appoint an ad-hoc

committee to work out the details of changes in a specific credential area. The Professional Standards Commission, which is appointed by the governor, researches and reports on recruitment, preparation, and retention of school personnel and on general issues. Currently, GACE is examining special education teaching fields, credentials for school social work personnel, media specialists, and personnel in technology education (industrial arts).

ALTERNATIVE PREPARATION FOR LICENSURE: The SDE operates summer institutes of six to eight weeks followed by year-long internships to prepare teachers in math, science, foreign languages, and special education, areas for which the state needs more teachers. To participate, a person must hold a bachelor's degree and have at least a 2.5 GPA. Participants must take courses on curriculum, methods, human growth, and other pedagogical areas and must complete a successful teaching experience. They will then receive a nonrenewable credential and teach in a classroom for one year under the supervision of a trained mentor teacher. (The directors of the institutes are in touch with local districts and seek out positions for the program participants.) Participants must then pass the TCT, after which they receive a renewable credential. When the state funded the program, the mentors were paid \$1,000 to supervise the new teachers for one year. Now, however, the institutes are funded by the individual entities that house them (most often in IHEs of the state system), and mentors receive \$750. Mentors are also paid \$500 per week as they undergo training at the summer institute, and interns are paid \$2,250 during their six- to eight-week training period. Both receive free room and board during the summer.

The state also offers a Provisional Certificate for prospective teachers with a bachelor's degree, a 2.5 GPA, and a major in a subject for which there is a shortage of teachers. Candidates are required to take five quarter hours each in human growth and development, curriculum, methods, and teaching of exceptional children. They must also pass the certification exam and complete a one-year teaching internship similar to that required of all beginning teachers. IHEs in cooperation with LEAs administer all pertinent training.

Several types of Provisional/Probationary Certificates exist in Georgia. Individuals may obtain such a credential if they participate in the alternate route; if they have an out-of-state credential; if they have graduated from school more than seven years prior to a possible teaching assignment and have not taken any additional courses; or if credentialed individuals wish to switch fields. Requirements for credential maintenance may vary.

MINORITY TEACHER RECRUITMENT: Budget packages prepared by the SDE and submitted to the SBE include funding requests for an additional staff member in the SDE to work on minority teacher recruitment; a project to provide forgivable loans and stipends to assist paraprofessionals in obtaining teacher training; and funds for minority teacher scholarships.

EARLY CHILDHOOD EDUCATION: No license is offered for teachers who work with children before they enter kindergarten. No state-run programs exist for youngsters below kindergarten who are not in special education.

Individuals working as paraprofessionals for kindergarten through grade four classrooms must hold the Paraprofessional credential, which requires a

high school diploma or equivalent and is valid for five years. In addition, they must have 10 contact hours of inservice training within the first month of employment as part of their initiation to their job and the school system. They also must have 40 contact hours of inservice training during the remainder of the year.

CLINICAL/FIELD EXPERIENCE: State policy requires teacher candidates to have continuous and regular clinical experience before student teaching. Student teaching must be a 10-week, full-time experience or a one-year, on-the-job internship. Many IHEs assess student teaching with a mock Georgia Teacher Observation Instrument evaluation (GTOI), although the GTOI is used for teachers' annual evaluations and passing it is not a requirement for credentialing. The cooperating teacher must have a valid or renewable credential, have two years of teaching experience in the field of supervision, be willing to work with IHE officials to develop a program for the student teacher, demonstrate competence as a teacher, and be recommended by school leadership personnel (e.g., a principal). The state pays cooperating teachers \$50 per quarter per student; however, if the cooperating teacher holds a Teacher Support Specialist credential, the state will pay the teacher \$250 per quarter per student. (Legislation that would raise that fee to \$750 was passed, but compensation for cooperating teachers was still funded for only \$250.)

December 1990

HAWAII

STANDARDS: The state permits IHEs to set their own entrance and exit requirements. Candidates for certification must meet the following cut scores on the NTE: communications skills, 651; general knowledge, 647; and professional knowledge, 648. The state also requires candidates to pass the NTE subject area exams.

The state issues three types of credentials: 1) The Basic Certificate is issued to applicants who have completed a four-year, state-approved undergraduate program in teacher education and two years of successful teaching in the state. 2) The Professional Certificate is issued to applicants who have completed a state-approved, graduate or advanced program in teacher education and two years of successful teaching. 3) The Initial Basic or Professional Certificate is issued to applicants who have met the basic or professional credential requirements but have not completed two years of successful teaching in state.

When no credentialed teachers are available for a position, Hawaii's single school system can hire individuals who hold a bachelor's degree under temporary teaching appointments. These appointments last only for one year. Individuals teaching under these agreements earn no tenure.

LICENSURE FOR SCHOOL ADMINISTRATORS: As Hawaii only has one school district, no superintendent credentials are required. However, principals in the state must hold the Professional School Administrators Certificate, which is valid for kindergarten through grade 12. To receive this credential, individuals must teach for five years under a valid credential. They must also complete the state approved program, which may lead to a master's degree (although a master's degree is not required). This credential is valid for life.

Starting in fall 1990, the state has begun an interim alternative preparation program to allow administrators who have not taught in the system to enter as vice principals in certain geographic areas. To qualify, individuals must have a master's degree in educational administration or administrative experience determined appropriate by the SDE. Participants serve under observation for one year while they meet certain IHE course and credit requirements. If the year is completed successfully, the individuals are awarded full credentials. This program will be in effect only until the principal shortage is over.

STANDARDS BOARDS: The Teacher Education Coordinating Committee (TECC) advises the SBE on teacher education and certification. The 12-member committee is a sounding board between the SDE and the SCDEs. It may offer recommendations to the SBE, but does not have final regulatory authority. Members of this statutorily based group include the state superintendent, at least one representative from each IHE's teacher preparation program, and various SDE officials. Current TECC projects include addressing the teacher shortage, discussing the need for increased numbers of cooperating teachers, and establishing partnership schools. Legislation to create an autonomous teacher credentialing board did not pass in 1990 but is expected to be reintroduced in 1991.

ALTERNATIVE PREPARATION FOR LICENSURE: No programs were reported in this area.

MINORITY TEACHER RECRUITMENT: Universities and the state are actively recruiting minorities (which in Hawaii include Samoans and Filipinos) through reactivation of Future Teachers Clubs in high schools and through coordinators who advise minority students while the students are at the IHE. There is an affirmative action coordinator in the SDE who works with foreign-trained teachers, helping them to meet state requirements.

EARLY CHILDHOOD EDUCATION: A task force is developing a plan to make voluntary early childhood education available for all eligible four-year-olds. The timeframe for the implementation of this plan is not later than January 2000. The final report, to be completed in 1991, will consider issues such as staffing needs, target groups, facilities, curriculum, and parental involvement.

The SDE has recently approved a program that would provide an early childhood specialization with an elementary education credential. Such a credential, when attached to the elementary license, would authorize individuals to teach children as young as age three through the sixth grade.

CLINICAL/FIELD EXPERIENCE: The state has emphasized student teaching as a component of an IHE's plan. The state requires candidates to be evaluated by their supervisor when they apply for licensure. The TECC has been focusing on ways to increase the number of cooperating teachers and to improve their quality.

The SDE has made a \$2.5 million budget request in 1991 to fund professional development schools. These schools, which would result from a partnership between the SDE and the University of Hawaii-Manoa, would simultaneously address the education of educators and school renewal. Student teachers would teach at exemplary school sites while schools would be able to work with the university system.

December 1990

IDAHO

STANDARDS: Idaho awards two teaching credentials, the Standard Certificate and the Advanced Certificate, both of which are valid for five years. The Standard Certificate requires an IHE recommendation, graduation from an approved teacher education program, and passage of the NTE exam. The state requires applicants for a credential to take the NTE core battery and to attain scores of at least 652 in communication skills, 646 in general knowledge, and 648 in professional knowledge. The Advanced Certificate requires all of the above and a master's degree. Both credentials may be renewed with six semester hours of credit, three of which may be approved district inservice credit. A Blue Ribbon Panel, jointly appointed by the governor and state superintendent, will be issuing a report on educational systems, including teacher education programs. In addition, the Idaho Education Project, a group of researchers funded by private businesses, have been studying education in the state and will publish a report.

When a district cannot find a qualified, credentialed individual for a teaching position, it may ask the state to issue a Letter of Authorization to an individual with a bachelor's degree. If that individual has already started work in a teacher education program, the district can request a multi-year Letter of Authorization as long as the individual submits a plan to complete the program within one, two, or three years. If individuals teaching under the Letter of Authorization have not already begun courses in a teacher education program, they must complete nine semester hours of such courses to be eligible for the authorization for a second year.

LICENSURE FOR SCHOOL ADMINISTRATORS: Idaho requires all school administrators to hold the appropriate credential. As of July 1989, the state issues the Administrator's Certificate with endorsements for Elementary (kindergarten through grade eight) and Secondary (grades six through twelve) Principals and Superintendents. All of the endorsements require the applicant to: 1) qualify for a Standard or Advanced Teaching Certificate (at the appropriate level for the Elementary and Secondary Principal Endorsements); 2) have four years of full-time teaching experience (at the appropriate level for the elementary and secondary principals); and 3) complete an administrative internship or one year of work as an administrator. Elementary and secondary school principals must hold at least a master's degree and verify that they have completed at least 30 graduate semester hours in school administration for elementary or secondary school principals, including studies in the supervision of instruction, curriculum development, school finance, administration, school law, student behavior management, and education of special populations. Superintendents must hold a specialist or doctorate degree (or a comparable sixth-year program) and must verify completion of 30 post-master's degree credits in school administration for superintendents, including study in advanced money management, budget, and accounting principles; district wide support services; employment practices and negotiations; school board and community relations; special services; and federal programs. These five-year credentials may be renewed with six credit hours.

STANDARDS BOARDS: The Professional Standards Commission (PSC) advises the SBE on such matters related to teacher education and certification as the revocation and reinstatement of teaching licenses and the administration of program approval. Appointed by the SBE, the 18-member group represents various constituencies within the state's education community. The law stipulates the following composition for the PSC: seven school teachers (one must be from special education and one must be from counseling or another pupil personnel position), one administrator of special education for kindergarten through grade 12, one elementary school principal, one secondary school principal, one district superintendent, one representative of the State Department of Vocational Education, one local school board trustee, two public SCDE representatives, one private SCDE representative, one representative from the SDE, and one IHE arts and sciences representative. The group is reconsidering professional development requirements as well as considering teacher testing.

ALTERNATIVE PREPARATION FOR LICENSURE: The Secondary Field-Centered Teacher Training Program, adopted in February 1990, has been implemented. To participate in this program, individuals must hold a bachelor's degree with a 2.5 undergraduate GPA and have an academic major in the subject for endorsement. Five years must have passed since the individuals graduated from college. Individuals must pass the NTE tests of communication skills and general knowledge and will then be issued Teacher Trainee Certificates, which will allow them to secure a teaching position. They must take nine semester hours of pedagogy and methods before they begin teaching. Internship hours are required in all four semesters (two years) of the program. A consortium is formed for each candidate consisting of the mentor teacher and one representative each from the school district, the SDE, and the participating IHE. The consortium guides individuals and assesses what kind of courses they must take in the next summer. The district provides a mentor teacher for the first year; the mentor teacher may also be required for the second year. Prior to completing the second year of the internship, candidates must pass the professional knowledge test of the NTE. By the end of the second year, they will complete between 26 and 30 semester hours of courses. They are then eligible for the Standard Secondary Teaching Certificate. Idaho funds \$1,000 toward the cost of the consortium's work with teacher candidates, but candidates must pay the remaining program costs.

MINORITY TEACHER RECRUITMENT: No state programs were reported in this area.

EARLY CHILDHOOD EDUCATION: The PSC will continue to discuss the possibility of an early childhood education endorsement.

CLINICAL/FIELD EXPERIENCE: The state requires teacher candidates to have six semester or nine quarter hours of student teaching, and these hours must be documented.

December 1990

ILLINOIS

STANDARDS: IHEs follow a set of written procedures for admitting students to teacher preparation programs. Candidates must be evaluated when they enter the IHE, when they enter the SCDE, when they enter into student teaching, and before they are recommended for initial licensure. (Criteria at each checkpoint must be more rigorous than at the preceding one.) The Illinois Certification Testing System tests candidates' basic skills and knowledge of their content area. To receive a teaching credential, students must simultaneously pass all four components of the basic skills test (reading, mathematics, grammar, and writing).

The state issues several types of teaching certificates, including the Standard Elementary (for kindergarten through grade nine), Early Childhood (for birth through grade three), Standard High School (for grades six through 12), Standard Special (for kindergarten through grade 12 in music, physical education, etc.), and several special education licenses. No distinction is made between the initial and subsequent credentials granted to teachers in any of these areas. All standard credentials (except for administrative credentials) are valid for four years and are renewed through annual registration with a regional superintendent. Credentials will lapse if not registered within four years of the date of last registration. Individuals must then take additional courses to reinstate the credential. For the first renewal, individuals must pass an examination on the United States Constitution and the Illinois Constitution or demonstrate completion of an equivalent course or examination at the preparing IHE. On July 1, 1992, general education requirements will change for several credential areas.

When no certified teacher is available, a district may apply for a Substitute Certificate through the regional superintendent. Individuals working under this credential must meet one of the following criteria: 1) have a valid teaching credential for some level; or 2) hold a bachelor's degree from a recognized IHE; or 3) hold a bachelor's degree from a regionally accredited IHE; or 4) have two years of teaching experience and have earned at least 60 semester hours of college credit, including six semester hours in professional education. This credential is valid for four fiscal years.

LICENSURE FOR SCHOOL ADMINISTRATORS: Four different endorsements may be attached to the five-year Administrative Certificate: General Administrative, Superintendent, Chief School Business Official, and General Supervisory. All endorsements except the Chief School Business Official (which requires two years of school business management experience) require two years of teaching or school service experience and at least a master's degree. Principals, assistant principals, assistant or associate superintendents, and others in related positions must hold the General Administrative Endorsement. This endorsement requires completion of an approved graduate program that includes studies in instructional leadership, schools and public policy, and management of public schools, and a clinical experience or prior experience appropriate to the General Administrative Endorsement. All superintendents must hold the Superintendent Endorsement,

which requires: 1) two years of supervisory or administrative experience in public or non-public schools or two years of experience in the Illinois SBE or in an office of a regional superintendent of schools; 2) two years of experience as an administrator or supervisor while holding a supervisory endorsement; and 3) completion of an approved program that includes work in the governance and management of public schools, educational planning, and clinical experience appropriate to the endorsement. The General Supervisory and Chief School Business Officer endorsements also require completion of specific graduate study. The endorsed Administrative Certificate is valid for five years and is renewed through the continued registration of the credential. In spring 1990, the legislature passed a bill requiring administrators to participate annually in school district-approved inservice activities and biennially in state Administrator Academy Training sessions.

STANDARDS BOARDS: Appointed by the state superintendent, the 17-member Illinois Teacher Certification Board (ITCB) advises the SBE on standards and SCDE program approval. The members include eight teachers, five IHE representatives, one regional superintendent of schools (representing one or more counties), and three public school administrators. Members are generally nominated by their respective professional organizations. The ITCB is discussing alternate routes and minority teacher recruitment.

ALTERNATIVE PREPARATION FOR LICENSURE: The state is working with IHEs to develop programs responding to the nontraditional student. Programs are being designed to ensure that participants will receive preparation comparable to that in traditional programs, but the new programs are to be delivered in nontraditional ways. Participants will be required to meet the same licensure requirements as traditionally prepared individuals.

MINORITY TEACHER RECRUITMENT: In September 1990, legislation passed to create the Minority Male Teacher Incentive Program; however, the program has not been funded. This program, to be administered by the Illinois Student Assistance Commission, would award incentive grants to Black and Hispanic male students in their junior and senior years of college. Individuals who earn a 2.5 GPA during their first two years of college may receive grants to cover 50 percent of their on-campus room and board for one year. In the junior year, the individuals must earn a 3.0 GPA to maintain the scholarship through the senior year. These individuals must teach one year in the Illinois public schools in areas having "...a disproportionate number of students from female-headed households..." for every year of scholarship received. The law may be amended in 1990-1991 to define such districts and alter the GPA requirements.

The SBE and the ITCB have established a requirement that by 1991, each district must develop and carry out a plan to increase minority teachers and staff members. The SDE has produced materials to help districts recruit minority candidates. Each IHE is required to submit a written recruitment plan to increase the ethnic diversity of the student body in its teacher preparation program. A scholarship is available for women and minorities entering graduate programs in administration.

EARLY CHILDHOOD EDUCATION: The state sponsors the Children At-Risk Program for three- to five-year-olds. The program, which began in 1985, permits

districts to apply for grants to provide prekindergarten programs for at-risk children. At-risk children are defined as those who, because of home and community environment, are subject to linguistic, cultural, and economic disadvantages. Schools may use screening procedures for the purpose of identifying these disadvantages. The developmentally appropriate programs must address four areas of development: physical, social, emotional, and cognitive. The children participate in half-day programs four days each week. On the fifth day, parental involvement and planning takes place through conferences, home visits, and individualized planning for students. Public schools may contract out for facilities but must remain the administrative agent of the program. For 1990-1991, the state budgeted \$63 million for 236 programs for approximately 25,000 children in over 475 districts. The stipulated staff-student ratio is 10 children per one adult; the maximum group size is 20 children (with two adults).

Illinois offers the Early Childhood Education Standard Certificate (see **STANDARDS**), which prepares a person to teach children from birth through third grade. All teachers in the Children At-Risk Program must hold this credential by July 1, 1998. Paraprofessionals are required to have 30 semester hours of college work in any area. Only paraprofessionals in special education are required to participate in district inservice.

CLINICAL/FIELD EXPERIENCE: The state requires candidates to have 100 clock hours of sequential clinical experience early in their program and before they student teach. The experience must take place in an accredited school and include a multicultural experience. All candidates must have a minimum of five semester hours of student teaching, and this experience must be assessed. Cooperating teachers must be fully credentialed, must be employed by the district, and must teach in the student teacher's area. The IHE and the district must have a binding agreement that expresses the expectations of both sides for the student teaching experience.

December 1990

INDIANA

STANDARDS: Indiana follows NCATE standards for SCDE approval, so in order to enter a teacher education program, individuals must have a 2.5 GPA on prior undergraduate courses. To be licensed, students must graduate from an approved program, pass the NTE core battery (i.e., receive scores of at least 653 on communication skills, 647 on general knowledge, and 646 on professional knowledge) and pass the relevant subject examinations. The state uses the subject exams of both the NTE and the Indiana Tailored Testing Program. Cut scores on the subject exams vary.

After completing an approved program, passing the required NTE core battery and specialty exams, and receiving the recommendation of an IHE, an individual is eligible for a Standard License. This license is valid for five years. To renew it, individuals must earn six hours of credit either in their subject area or in professional education courses.

Teachers in their first year of employment in a regular teaching position must participate in the beginning teacher internship program. A teacher must successfully complete an internship within the first two years of employment to continue holding a regular teaching job in Indiana. The state provides an individually approved fellowship of up to \$1,000 for remediation for those who are not able to show minimal competence the first year.

A Professional License, valid for 10 years, is offered. To earn it, one must have five years of teaching experience and an appropriate master's degree. After 10 years, the Professional License must be renewed every five years. Each renewal requires six semester hours of credit or 90 Certification Renewal Units (CRUs). (Fifteen CRUs equal 1 credit hour.)

When no licensed teacher is available, a local superintendent may contact the SDE to request issuance of a Limited License. Candidates, to be eligible to teach with this credential, must have a bachelor's degree with a minimum of 15 semester hours in an appropriate subject and a district employment contract. The credential is renewed for one year if the holder has earned six semester hours in an approved teacher education program.

The Governor's Task Force on Teacher Education, Certification, and Licensing reviewed professional standards and was expected to issue a report in late 1990.

LICENSURE FOR SCHOOL ADMINISTRATORS: Principals and superintendents in Indiana must hold the appropriate administrative credentials. Principals must hold either the Elementary Administration and Supervision License or the Secondary Administration and Supervision License. To earn these credentials, individuals must: 1) hold a Professional License and 2) complete at least 45 semester hours of graduate study appropriate to the role of elementary or secondary school principal. This credential is valid for five years and may be renewed with six semester hours of credit or 90 Certification Renewal Units (see **STANDARDS**). Superintendents must hold the Superintendent's License. To earn this credential, individuals must have a Professional License and at least a specialist degree in education that includes state-specified courses. Starting in January 1991, individuals

must renew this credential every five years with six semester hours of credit or 90 CRUs.

Other administrative credentials available in the state include the Director of Reading, Director of School Services, Director of Vocational Education Programs, Director of Special Education Programs, General Supervision and Curriculum Specialist Licenses.

STANDARDS BOARDS: The state superintendent appoints the Teacher Training and Licensing Advisory Committee (TTLAC) to advise the SBE on teacher preparation, licensing standards, and program approval. Committee members currently include two teachers, one superintendent, one school board member, one school principal, one SCDE representative, and the state superintendent. Although the committee's composition is not stipulated by law, the Superintendent of Public Instruction always serves as an ex-officio member. TTLAC members chair different committees convened by the state superintendent. There are committees on preservice education, professional development, and alternative certification.

A new gubernatorial proposal would create the Indiana Licensing and Accreditation Commission, a body of 15 members of the educational community representing Indiana's Congressional districts. This commission would be empowered to: 1) establish standards and administer licensing processes; 2) approve or disapprove approval of teacher preparation units; 3) approve, disapprove, modify, or discontinue teacher preparation programs; 4) establish licensing fees; 5) issue, renew, suspend, revoke, and reinstate licenses; and 6) make recommendations to the SBE, the General Assembly, and other bodies. This commission would replace the TTLAC.

ALTERNATIVE PREPARATION FOR LICENSURE: To increase the number of secondary school teachers in three urban districts in northwestern Indiana, three school corporations (districts), three unions, and one IHE have cooperatively planned the Experimental Urban Teacher Education Program, slated to begin in September 1990. To participate, individuals must possess a bachelor's degree (with a 2.5 GPA) and a district contract, indicate their experience in urban areas, and pass the specialty area exams for the field to be taught. Participants will take six semester hours of professional education before entering the classroom, six each semester during the first year of teaching, and six the next summer. All training occurs at the school site. Participants will be issued a Limited License at first and will be eligible for a Standard License at the completion of the training.

MINORITY TEACHER RECRUITMENT: The state-funded Minority Teachers Scholarship Fund, which was initiated in 1988-1989, provides renewable \$1,000 scholarship/loans for Black and Hispanic teacher education students. Eligible individuals must have a 2.0 GPA and be residents of Indiana. Recipients who teach for three of the five years following their graduation are not required to repay the loans. Project SET (Student Exploratory Teaching) is run by the Division of Educational Equity. This program is working to revive teacher clubs in the high schools. Although the program is not targeted specifically for minorities, the programs are situated in school corporations (districts) with high minority populations.

EARLY CHILDHOOD EDUCATION: Starting in 1990-1991, the state has budgeted \$3 million for pilot projects for preschool programs for three- and four-year-olds, early childhood education programs geared toward parents, and programs for latchkey children. Preference will be given to school corporations that incorporate all three areas into their program and develop links with other agencies. The SDE expects to train paraprofessionals involved in the pilot programs.

Indiana offers an Early Childhood Education Prekindergarten License. Individuals staffing the early childhood education pilot programs will not be required to hold this credential but will be expected to demonstrate some experience with early childhood programs.

CLINICAL/FIELD EXPERIENCE: The state requires that all clinical experience be "early and continuing." Ten weeks of full-time student teaching are required. Cooperating teachers must have a Professional License and three years of teaching experience.

December 1990

IOWA

STANDARDS: Iowa offers three teacher licenses. Once candidates have completed an approved program (including a course on Human Relations) and a bachelor's degree from a regionally accredited IHE, they are eligible for the Provisional Certificate. This license is valid for two years. After completing two years of successful teaching based on a local evaluation, an individual is eligible for the Educational Certificate, which is valid for five years and is renewable with eight renewal units. A person holding the Educational Certificate who has five years of teaching experience and a master's degree in a subject or teaching area is eligible for the Professional Certificate. This credential may be renewed with six renewal units every five years.

On July 1, 1990, Missouri, Iowa, Nebraska, and Kansas entered into the MINK agreement, which allows the issuance of a two-year, regional exchange certificate for classroom teachers. To receive this credential, applicants must complete a state-approved teacher education program and must hold a valid regular credential in the state in which they completed a teacher education program. This nonrenewable credential is limited to the area(s) and level(s) for which it was earned. In Iowa, this MINK agreement applies to the Provisional, Educational, and Professional Certificates. Graduates from other states may have deficiencies to remediate before they may receive the next level of licensure (i.e., the Educational or Professional Certificate in Iowa). This is not a reciprocity agreement or license.

LICENSURE FOR SCHOOL ADMINISTRATORS: All school administrators in Iowa must hold one of several administrators' credentials. The Professional Administrator's Certificate is offered to school administrators who are holders of, or eligible for, an Educational Certificate and have five years of teaching experience. The Professional Administrator's Certificate also requires an endorsement in one of the following areas: Elementary Principal, Secondary Principal, Superintendent, or Area Education Agency (AEA) Administrator. To receive an Elementary (prekindergarten through grade six) or Secondary (grades seven through twelve) Principal Endorsement, individuals must: 1) hold a master's degree; 2) complete a sequence of at least 27 semester hours of courses and experiences (which may be a part of the studies in administration, supervision, and curriculum that are included in their master's degree; and 3) have five years of teaching experience, three of which must be at the level in which they will administer. To receive the Superintendent Endorsement, individuals must: 1) hold a specialist's degree or its equivalent (a master's degree and at least 30 additional semester hours of planned graduate study in administration); 2) complete a sequence of at least 45 semester hours of courses and experiences (which may have been a part of degree requirements in administration, supervision, and curriculum); and 3) have three years of experience as a building principal or other district wide or area education agency (AEA) administrative experience. Finally, the third administrative endorsement is that of the AEA Administrator, an individual who oversees coordination among several local districts. To receive this endorsement, individuals must have five years of experience at one of the following: 1) higher education

administration at a two- or four-year accredited college or university or an earned doctorate in that field; 2) special education, media services, or educational services administration or an earned doctorate in any of these areas (or a subspecialty); 3) primary or secondary school education or an earned doctorate in educational administration for one of these areas plus five years of teaching experience at any educational level; or 4) a nonacademic career pursuit or an earned doctorate in public administration or business administration. All Professional Administrator's Certificates are valid for five years and are renewable with six credits. One credit for each year of service may be earned by practicing administrators for a maximum of two credits. Administrators may earn the other credits by taking IHE courses (toward a specialist or doctorate degree or in the currently held authorization field) or by taking approved AEA staff development courses and activities.

STANDARDS BOARDS: The autonomous Board of Educational Examiners (BEE), created in 1989, handles matters of licensure and professional practice. The BEE consists of 11 members, including five teachers, four administrators, and two public members. One of the public members is the director of the SDE or that person's designee and chairs the group. The group is appointed by the governor and confirmed by the state senate.

ALTERNATIVE PREPARATION FOR LICENSURE: No state-level programs were reported in this area.

MINORITY TEACHER RECRUITMENT: The Board of Regents requested that Regents IHEs increase minority enrollment at each institution to 8.5 percent of the total student body. No state-level programs intended specifically to recruit minorities into teaching were reported.

EARLY CHILDHOOD EDUCATION: Approximately \$4.6 million was made available on July 1, 1990, for two state-sponsored competitive grant programs that fund projects to help at-risk three- to five-year-olds. The first program allows public schools to establish all-day, five-day kindergarten programs for five-year-olds, along with preschools for at-risk children ages three to five. Approximately \$1.3 million has been awarded to 13 schools in five school districts. The second grant program funds preschool programs for at-risk three- and four-year-olds in licensed child care centers, community action agencies, and public schools, with approximately \$2 million awarded to 29 programs. Approximately 1,000 children and their families will be served through these two grant programs, which will be comprehensive, addressing emotional, social, health, nutrition, and psychological needs of young children. Parental education and involvement are incorporated in these programs. The stipulated ratio for all programs is eight children to one adult. Available program funding will increase to \$6,125,000 effective July 1, 1991.

The Child Development Coordinating Council was established by the 1988 General Assembly to promote the provision of child development services for at-risk three- and four-year-olds. Council members represent a variety of state agencies, IHEs, and interest groups. The group provides recommendations on the use of resources for the provision of early childhood services, including prekindergarten programs, licensed day care centers,

registered family day care homes, and support services for parents of children five years old or younger. A legislative mandate requires local districts to form Local Early Childhood Advisory Committees to follow the state of the care and education provided to young children.

The state-funded Regents Center for Early Developmental Education, housed at the University of Northern Iowa, has completed its first year of existence. The Center has a legislative mandate to study at-risk children, young children in general, and their families. The state offers a teaching endorsement in prekindergarten and kindergarten.

CLINICAL/FIELD EXPERIENCE: Early in their program, candidates are required to spend 50 hours observing and participating in teaching activities in a variety of school settings. Forty of the 50 hours must take place after they are admitted to a teacher preparation program. Candidates must also spend 12 weeks student teaching. Both clinical and field experiences must be evaluated by an SCDE. Clinical faculty must participate in 40 hours of team teaching in elementary or secondary school settings every five years. Cooperating teachers must be experienced and licensed in the area they teach. The Board of Regents requires Regents IHEs to pay cooperating teachers \$120 per student supervised.

December 1990

KANSAS

STANDARDS: All Regents IHEs require candidates for junior-year admission to a teacher education program to have at least a 2.5 GPA and P-PST scores of at least 172 for mathematics and 172 for writing. The P-PST requirement was officially added in 1988, although by then it was common among public IHEs.

To receive a license, a candidate must have 2.5 overall GPA on undergraduate work, complete a state-approved program in the subject or field of endorsement, attain a score of 642 on the NTE professional knowledge test, and earn the following scores on the P-PST: 168 in reading, 168 in mathematics, and 170 in writing. Upon completion of these requirements, individuals are eligible for a three-year Standard Certificate. Once individuals have taught for two years under this license, they are eligible for the five-year Standard Certificate. (The three-year credential is renewable for those who have not met this requirement.) The five-year credential is renewable with 160 inservice points of eight upper division credits, one-half of which must consist of semester hours if one holds a bachelor's degree. Individuals with an advanced degree may renew the five-year credential with 120 inservice points or six upper division credits, none of which need be semester hour credit. The credential may be renewed twice.

At a district's request, individuals who meet all other requirements for initial credentialing except for the aforementioned NTE and P-PST tests may be issued a one-year, nonrenewable credential.

Effective July 1, 1990, Missouri, Iowa, Nebraska, and Kansas entered into the MINK agreement, which will allow the issuance of a two-year regional exchange certificate for classroom teachers. Applicants must complete a state-approved teacher education program and must hold a valid regular credential in the state in which the teacher education program was completed. This credential may not be renewed.

Provisional credentials are available to candidates in specified areas. These credentials are valid for a specified number of years and renewable only with continued professional study in an approved teacher preparation program.

LICENSURE FOR SCHOOL ADMINISTRATORS: All administrators must have an administrative endorsement attached to their three- or five-year Standard Certificate. These endorsements include the Building Level School Administrator for principals, the District Level School Administrator for superintendents, and the Supervisor. The Building Level School Administrator requires: 1) completion of a graduate degree; 2) completion of a state-approved Building Level School Administrator program; 3) three years of accredited experience at the level of building level endorsement; and 4) a recommendation by an accredited IHE. Individuals who wish to hold the District Level School Administrator endorsement must meet the requirements for the Building Level School Administrator endorsement; in addition, they must complete an approved District Level School Administrator program. To obtain the Supervisor endorsement, individuals must meet the requirements for the Building Level School Administrator except they must complete an approved program preparing them for their future supervisory

role. Renewal of all administrator endorsements issued after July 1980 requires six hours of upper division credit or 120 inservice points. Two renewals may be granted on verification of three years of recent accredited or approved experience gained during the term of the last credential held by the applicant.

STANDARDS BOARDS: The SBE appoints the Teaching and School Administration Professional Standards Advisory Board (TSAPSAB) to conduct reviews of teacher education and credentialing. The TSAPSAB has 21 members who advise the SBE. These members must include the following: 10 teachers (including one each from vocational education, special education, and a non-public school); three principals (one each from elementary, middle, and secondary school); four administrators (one superintendent and one administrator from vocational education, special education, and a non-public school); one public IHE representative; one private IHE representative; one PTA member; and one local school board member. Public and private IHE representatives have voting rights on the TSAPSAB, but the PTA member and the local school board representative do not.

ALTERNATIVE PREPARATION FOR LICENSURE: The TSAPSAB has appointed a subcommittee to study alternative preparation for licensure.

MINORITY TEACHER RECRUITMENT: The SDE is assisting LEAs in establishing chapters of the Future Educators of America club. Some of these chapters will focus on recruiting minority students into the profession. Legislation to amend the Kansas Teacher Scholarship Program, which offers \$5,000 per year to teacher candidates in Regents IHEs, may be introduced in 1991. This proposal would focus on increasing the number of scholarships to minority teacher candidates. Such scholarships are currently distributed on the basis of ACT scores, high school GPA, and class rank to individuals who will teach in disciplines the SBE determines "hard-to-fill." For 1990-1991, these disciplines include math, science, industrial arts, library media, foreign languages, and special education. Individuals receiving such awards must teach in Kansas schools one year for each year of award received.

EARLY CHILDHOOD EDUCATION: Kansas has budgeted approximately \$1 million for the state's Parents As Teachers Program. Modeled after the Missouri Parents As Teachers Program, the parent education program is open to all parents and children in the state's 111 districts, which sponsor 33 programs. (Some districts join together to deliver the programs.) The state awards grants to each district, which must match the grant. Some districts offer extended preschool services to approximately 2,885 three- and four-year-olds. Otherwise, the state operates preschools for special education students only, although it offers endorsements in both early childhood education (for working with children from birth through four years old) and early childhood education for the handicapped. Only those paraprofessionals who work in early childhood education programs for the handicapped must have preservice training.

CLINICAL/FIELD EXPERIENCE: Kansas requires that teacher education students have "early and continuous" clinical experiences. Clinical faculty must have teaching experience in the field they supervise. As of September 1990, the state requires 10 weeks of student teaching.

December 1990

KENTUCKY

STANDARDS: Kentucky specifies both entrance and exit requirements for teacher candidates. To enter a teacher education program, a candidate must attain a score of at least 19 on the ACT or 21 on the enhanced ACT or must attain a 12.5 grade equivalent on each of the subtests of the Comprehensive Test of Basic Skills. (The state does not accept SAT scores.) The applicant must have a 2.5 GPA on undergraduate work and must go through an individual interview. Candidates are judged by the admissions committee on the following criteria: 1) total academic record; 2) skills in written and oral communication, reading, writing, and computation; 3) record of preprofessional curricula; 4) commitment to profession; 5) proficiency in human relation skills; 6) recommendations of three persons; 7) other criteria indicating potential for becoming a successful professional educator; and 8) factors relating to providing adequate education for all children. To exit a program, candidates must attain the following minimum scores on the core battery of the NTE: communication skills, 646; general knowledge, 643; professional knowledge, 644. They must also take an exam in their specialty area.

After applicants complete an approved program and meet the above requirements, they are issued a statement of eligibility that is valid for four years. On confirmation of employment, teachers are issued a one-year Provisional Certificate. During their first year teaching, they are enrolled in a one-year beginning teacher internship, the Kentucky Teacher Internship Program. If they successfully complete the internship, the credential is extended for four years. The first five-year renewal (after the internship year and four-year extension of the credential) requires completion of 15 semester hours of graduate credit. The second five-year renewal requires completion of the master's degree or a nondegree, planned fifth-year program. Each subsequent five-year renewal requires three years of teaching or 6 semester hours of additional graduate credit.

To obtain the Standard Teaching Certificate, individuals must complete a master's degree or fifth-year program that includes 12 semester hours of professional education designed for a particular grade level and 12 semester hours selected to strengthen subject area knowledge at the grade level.

When no qualified, certified teacher is available, a district may request the issuance of an Emergency Certificate to an individual with a bachelor's degree and a minimum GPA of 2.5. These individuals must complete six credit hours toward a credential (additional credits if they are working in special education) if the district requests that they be permitted to teach under the Emergency Certificate for a second year.

LICENSURE FOR SCHOOL ADMINISTRATORS: A variety of administrative credentials are required in Kentucky, including licenses for principals and superintendents. The Professional Certificate for Instructional Leadership is required for school principals. The credential is differentiated three ways: 1) Early Elementary School Principal, Grades K-4; 2) Middle Grades School Principal, Grades 5-8; and 3) Secondary School Principal, Grades 9-12. To earn this credential initially, individuals must: 1) have three years of teaching experience; 2) hold a standard teaching credential valid

FOR THE APPROPRIATE REASONS; 2) HAVE A MASTER'S DEGREE; AND 4) COMPLETE 18 HOURS OF GRADUATE COURSES FROM THE 30-HOUR PROGRAM FOR SCHOOL ADMINISTRATION AND INSTRUCTIONAL LEADERSHIP. THE STATE REQUIRES PRINCIPALS WHO HAVE EARNED THE INITIAL CREDENTIAL TO PARTICIPATE IN A ONE-YEAR INTERNSHIP (SIMILAR TO THAT REQUIRED OF BEGINNING TEACHERS). THE CREDENTIAL IS THEN EXTENDED FOR FOUR YEARS, DURING WHICH THE PRINCIPAL MUST COMPLETE 12 MORE CREDIT HOURS. THE CREDENTIAL IS THEN RENEWED EVERY FIVE YEARS PROVIDED THAT, DURING THE FIVE YEARS, THE HOLDER WORKS AS A PRINCIPAL FOR TWO YEARS, TAKES THREE SEMESTER HOURS OF RELEVANT GRADUATE COURSES OR TAKES 42 HOURS OF APPROVED TRAINING IN THE KENTUCKY EFFECTIVE INSTRUCTIONAL LEADERSHIP TRAINING PROGRAM.

Individuals may then obtain the Professional Certificate for Instructional Leadership--School Superintendent. To do so, individuals must: 1) have three years of teaching experience and two more years of experience as a principal, supervisor of instruction, or other school administrator; 2) have a master's degree; 3) hold a standard teaching credential and principal or other administrative credential; 4) have completed 36 hours of courses beyond the master's degree including preparation for the position of principal or supervisor of instruction and additional work relevant to the role of the school superintendent. This five-year credential may be renewed provided the holder gains two years of experience as a superintendent, earns three more semester hours of relevant graduate credit, or has 42 hours of approved training in the Kentucky Effective Instructional Leadership Training Program.

Other credentials required for administrators include those for School Business Administrator, Pupil Personnel Services Administrator, Supervisor of Instruction, and Director of Special Education.

STANDARDS BOARDS: Formerly, the Kentucky Council on Teacher Education advised the SBE on standards for teacher education. The council has been replaced by the Education Professional Standards Board (EPSB), which held its first meeting in late 1990. The board, rather than the SBE, will now set requirements for teacher certification/licensure and evaluating teacher education programs. The EPSB will also maintain data and submit reports to the governor and the Legislative Research Commission on employment trends. Thirteen of the 15 members are to be appointed by the governor: eight teachers (representing elementary, junior high, senior high, special education and secondary vocational classrooms); two school administrators, one of whom must be a principal; one representative of a local board of education; and two deans (or their designated representatives) of SCDEs. The chief state school officer and the executive director of the Council on Higher Education serve as ex officio voting members.

ALTERNATIVE PREPARATION FOR LICENSURE: HB 940, passed in 1990, requires the EPSB to adopt administrative regulations for local districts' alternative routes to licensure for middle and high school teachers. The legislation describes how one or more districts may seek joint sponsorship of such a program with an IHE. After the proposal is approved by the EPSB, the district can appoint a four-member Professional Support Team that is chaired by the school principal and includes an experienced teacher, an IHE faculty member, and an instructional supervisor. Each team member must complete training prescribed by the EPSB and pass a final examination. To be issued

a one-year Provisional Certificate and begin the program, teacher candidates must pass a district screening process and either hold a bachelor's degree with a 2.5 overall GPA and a 30-hour major in, or five years' experience related to, the subject they will teach. (The EPSSB will rule on whether a person's experience counts toward this requirement.)

All alternative programs must have three specified phases. The first phase consists of a full-time seminar and practicum of approximately eight weeks that candidates must complete before they may teach. The seminar and practicum must include (but are not be limited to) an introduction to basic teaching skills through a supervised teaching experience with students and an orientation to the policies, organization, and curriculum of the district. In the second phase, candidates spend one half of their time teaching under supervision. They are visited and critiqued by the Professional Support Team at the end of the fifth, tenth, and eighteenth weeks. Candidates spend the other half of their time during this phase receiving formal instruction. In the third and final phase, a candidate spends the second semester of this program in full-time supervised teaching. Instruction continues during this time; and the candidate is critiqued at least once each month. Individuals in the alternative programs must pass the required NTE exams in order to renew the Provisional Certificate; they then enter the Kentucky Teacher Internship Program and complete the induction year. The EPSSB will establish regulations for this program by July 1991.

• Current SBE regulations allow SCDEs to conduct experimental programs related to teacher preparation, although such proposals presumably will be required to receive approval from the EPSSB. One experimental program approved by the now-defunct Kentucky Council on Teacher Education and Certification is at the University of Louisville. This IHE was approved to offer experimental teacher preparation programs in secondary and in early childhood education for persons holding a bachelor's degree and a 2.5 GPA in their undergraduate work. An individual in this program teaches under a one-year Experimental Classroom Certificate. This program includes a summer of intensive study, half-day supervised teaching during the fall and spring semesters, and half-time enrollment in an experimental teacher preparation program. The following summer, the teacher candidate may complete remaining requirements toward the Provisional Certificate, which may also include a master's degree.

MINORITY TEACHER RECRUITMENT: HB 940 states that "The [EPSSB] board shall study the problem of the declining pool of minority teachers in the Commonwealth and submit recommendations for increasing the number of minority teachers to the 1992 regular session of the General Assembly." In the SDE, a staff person examines the recruitment of minority teachers and ways to address concerns in specific districts. SB 78, enacted into law in 1990, offers forgivable loans for those in teacher education programs, but this program is not geared specifically toward minorities.

EARLY CHILDHOOD EDUCATION: As a result of HB 940, Kentucky funds preschool programs for at-risk four-year-olds as well as for three- and four-year-olds with handicaps. By 1991-1992, all districts will be required to have prekindergarten programs for at-risk (defined as children who are eligible for the federal free lunch program) four-year-olds, which will be half-day

educational programs with parental involvement and home visits. There will be coordination with other agencies for day care and health, and all children will receive either free breakfast or lunch. The stipulated staff-to-student ratio is one to ten. The SBE estimates that about 39 percent of all four-year-olds, or about 20,000 children, will be served by this program. During 1990-1991, approximately 7,000 at-risk four-year-olds children are being served in 134 (of 176) districts. HB 940 also mandates programs for handicapped three- and four-year-olds by 1991-1992. Children served by these programs and by Head Start are mixed together in the same class.

HB 940 also sets up the Task Force on Family Resource and Youth Centers, to be composed of various members of state and local agencies. This task force will develop a five-year plan to establish centers in or near elementary schools where 20 percent or more of the students are eligible for the federal free lunch program. Programs at the centers will include full-time preschool and child care for two- and three-year-olds; after school day care for four- to twelve-year-olds; a parenting program; a parent-and-child program; and a referral service for health concerns.

An early childhood education credential is now in proposal form. The credential, which would authorize people to teach children from birth through kindergarten, would require a bachelor's degree in an interdisciplinary early childhood education program combining child development, education, and special education. Currently, lead teachers in early childhood classrooms are required to have specific training and background in early childhood education. Teacher aides must have a high school diploma or equivalent and a passing score on a state achievement test. Aides must also have successfully completed an SBE-established inservice program of 18 clock hours per year and an annual evaluation.

CLINICAL/FIELD EXPERIENCE: The regulations for teacher licensure for kindergarten through grade 4, grade 5 through grade 8, and grade 9 through grade 12 require candidates to have 150 contact hours of clinical experiences before they student teach; at least half of these hours must be in the field. The regulations for teacher licensure require 12 weeks of full-day student teaching. At least four times, the college coordinator must observe the student teachers in the classroom and prepare a written report on such observations, to be shared with the student teacher. The IHE selects and provides an orientation for the cooperating teacher and implements a program designed to enhance that person's effectiveness. The cooperating teacher must: 1) hold a valid teaching credential; 2) hold a master's degree or have completed a fifth-year program; and 3) have taught in the present school system at least one year.

December 1990

LOUISIANA

STANDARDS: Teacher education program entrance requirements include: 1) scores on the NTE of at least 644 on the general knowledge portion and 645 on the communication skills portion; and 2) a 2.2 undergraduate GPA. Each year, 10 percent of an SDE's entering teacher education students may be admitted without meeting the testing requirements; however, they will need to meet the testing requirements for licensure.

As a result of the Children First Act of 1988, there is a new credentialing system going into effect in Louisiana. As of September 1, 1990, all teachers seeking licensure for the first time, as well as all teachers holding the old Type B Certificate (see June 1990), will be issued the Provisional Certificate. Under this two-year, nonrenewable credential, teachers will be evaluated under the Louisiana Teaching Intern Program. The credential may be extended for a limited amount of time through the Provisional/In Remediation Certificate, but when that credential has been reissued the maximum number of times and individuals have not successfully completed the intern program, no certificate is issued for two years.

When individuals receive a satisfactory evaluation, then they are eligible for the five-year Professional Renewable Certificate. Teachers holding this credential must participate in the Louisiana Teacher Evaluation Program. With a satisfactory evaluation, they may renew the credential. Teachers who held the old lifetime Type A Certificate may retain the life credential provided that the credential requires no renewal or other qualifying requirements and has received a satisfactory evaluation.

Temporary Certificates may be issued at the request of a district for individuals who are not certified to teach in an area. This includes licensed individuals teaching out of field as well as individuals holding a bachelor's degree. The credential is issued on a yearly basis and may be renewed with six semester hours of college credit. As of July 1990, public school systems may make temporary teaching assignments on a yearly basis in lieu of the SDE issuing Temporary Certificates. Local systems must adhere to the same regulations and criteria used by the SDE in issuing such credentials with one exception: teachers who do not hold a regular Louisiana teaching credential must meet the appropriate scores on the NTE and be eligible for admission to an approved Louisiana teacher education program.

LICENSURE FOR SCHOOL ADMINISTRATORS: In Louisiana, administrators must receive endorsements on a Type A Certificate for Elementary or Secondary School Principal or for School Superintendent. To obtain either the Elementary or the Secondary School Principal endorsement, individuals must: 1) hold a master's degree with 30 semester hours in educational administration; 2) hold an elementary or secondary teaching credential with five years of relevant teaching experience; and 3) pass the NTE area examination in Educational Administration and Supervision with a score of 620. Individuals receive provisional endorsements, under which they serve a two-year internship while employed as a principal or assistant principal. With the successful completion of that experience, individuals receive a five-year endorsement, renewable with successful evaluations.

To obtain the School Superintendent Endorsement, individuals must: 1) hold a masters degree with 48 hours of graduate work in educational administration including six hours in another field; 2) five years of teaching experience; and 3) five years of successful school administrative experience. The endorsement is issued for a two-year internship period and then for five years thereafter with successful evaluations. Assistant superintendents must meet the same requirements as superintendents, with one new exception. An Assistant Superintendent for NonInstructional Areas Endorsement has been created for superintendents in finance, management, facilities planning, and ancillary programs. These individuals must: 1) have a minimum of five years of administrative experience at a managerial level in education or related fields in the public or private sector; and 2) hold a master's degree in educational administration, business administration, public administration, or a related area of study.

STANDARDS BOARDS: The Advisory Commission on Teacher Education and Certification advises the Board of Elementary and Secondary Education on teacher education and credentialing. The members include representatives from teacher organizations, universities, and school districts, and the director of the Louisiana Certification Bureau (who is an ex officio member.)

ALTERNATIVE PREPARATION FOR LICENSURE: An individual holding a bachelor's degree with an overall GPA of 2.5 may be admitted to an alternative program for licensure in elementary grades, secondary grades, and special education. The individual's transcript is evaluated by the participating IHE, and the IHE prescribes courses to remediate the person's education deficiencies. The individual must also complete approximately two years of student teaching and teaches under a Temporary Certificate (see **STANDARDS**). Once the individual has completed the program and passed the required NTE examinations, he or she is eligible for licensure. There are state funds dedicated to Post-Baccalaureate Scholarships of up to \$4,000 for individuals undertaking this alternate route. These scholarships must be paid back through teaching.

MINORITY TEACHER RECRUITMENT: The Education Major Scholarship Program provides \$1,000 per semester for up to eight semesters for individuals in teacher education programs. The individual must pay back the scholarship by teaching in Louisiana for four years. Legislation passed in 1990 requires that special minority recruitment efforts must be made for this program as well as for the Post-Baccalaureate Scholarship (see **ALTERNATIVE PREPARATION FOR LICENSURE**). The SDE is considering strategies to accomplish this. In addition, another bill passed in 1990 requires the Louisiana Board of Regents and the State Board of Elementary and Secondary Education to set up a commission to study all aspects of the state shortage "in black and other minority teachers in general and black male teachers in particular and to recommend actions that specifically address the selection, preparation, and certification and employment of minority teachers." Commission membership must include deans of colleges of education of all IHEs in the state, a representative from the governor's office, the Board of Regents, the Southern University Board of Supervisors, the Louisiana State University Board of Supervisors, the Board of Trustees for State Colleges and

Universities, the SDE, the State Board of Elementary and Secondary Education, the Louisiana Association of Educators, the Louisiana Federation of Teachers, the National Association for the Advancement of Colored People, the Louisiana Association of School Principals, the Louisiana Association of Business and Industry, designees from the House and Senate Committees on Education, and representatives from key, predominantly Black organizations. A report of the group's findings is required prior to the 1991 Regular Session.

EARLY CHILDHOOD EDUCATION: Since 1985, Louisiana has supported the State Funded Program for High Risk Four-Year-Olds. Funded at \$3,000,000 for 1990-1991, the 90 programs serve 1,749 children in predominantly full-day classes. (Three programs offer half-day programs.) Such programs are educational in scope, with hearing and visual screening. The state defines high-risk four-year-olds as children from families with income levels below \$15,000, and who score low on readiness screening tests. Parents must agree to participate in the program. They do so through workshops on parenting skills and volunteering in classrooms. There can be no more than 20 students to every two adults in a class. (One of the staff members may be a teaching assistant.) In total, approximately 5.9 percent of the high-risk students in the state are served through this program. An additional 49.5 percent are served through Chapter I, Head Start, Special Education, and other prekindergarten programs. There is an early childhood education credential for nursery school and kindergarten, and an endorsement for nursery school and/or kindergarten. Teachers in the Program for High Risk Four-Year-Olds must hold one of the early childhood credentials. Teacher aides receive training as part of a statewide inservice workshop. Other training is district-determined.

CLINICAL/FIELD EXPERIENCE: Individuals must have a clinical experience during their sophomore year, the nature of which is determined by the SCDE. In addition, 270 clock hours of student teaching are required, 180 hours of which must be spent teaching. Cooperating teachers must hold the supervisor of student teaching endorsement. To attain this credential, the prospective cooperating teacher must have three years of teaching experience, a master's degree, and graduate courses in the supervision of student teachers. This endorsement is valid for life if the person continues to serve as a cooperating teacher.

December 1990

MAINE

STANDARDS: Maine does not stipulate standards for entrance into teacher education programs; these are left to the IHEs. The state does require all candidates for a teaching credential to pass the NTE core battery with the following scores: communication skills, 656; professional knowledge, 648; and general knowledge, 649. Individuals also must have completed an approved program or undergo transcript analysis. In addition, individuals must have completed at least one course on mainstreaming exceptional children.

With the completion of these requirements, the individual is eligible for the first level of a three-tiered credentialing framework. The state grants two-year Provisional Certificates to graduates of approved SCDE programs and to individuals who are favorably reviewed through transcript analysis. An individual with a provisional credential works with a support team, which recommends the person after two years of successful teaching experience to the state for Professional Certification. This credential may be renewed every five years with six hours of locally approved credit. The state awards Master Teacher Certificates to Professional Certificate holders who have at least five years of classroom experience and demonstrate involvement in curricular and professional development activities. Teachers seeking the Master Teacher credential have a support group that develops an action plan for them and evaluates their performance.

Maine's emergency credential, the Conditional Certificate, is a component of the state's alternative preparation for licensure (see ALTERNATIVE PREPARATION FOR LICENSURE).

LICENSURE FOR SCHOOL ADMINISTRATORS: Administrators in Maine must hold one of several specialized administrative credentials. Three credentials for school principals exist: the Principal Certificate, the Assistant Principal Certificate, and the Teaching Principal Certificate. To obtain the Principal Certificate, which authorizes individuals to serve in kindergarten through grade 12), individuals must: 1) hold a bachelor's degree and a master's degree in any field (although educational administration is recommended); 2) demonstrate three years of public or private school teaching experience or three years of equivalent teaching experience in an instructional setting (e.g., military, business, postsecondary institution, industry); 3) complete courses in 13 specified areas; and 4) complete an approved internship or practicum relating to the duties of a principal. (As of fall 1989, individuals who cannot show evidence of coursework in the specified areas may compile a portfolio which demonstrates significant experience in the area(s). This rule holds true for all administrative credentials.) The five-year Principal Certificate may be renewed based on further approved study or demonstrated professional growth and improvement through an approved administrator action plan.

Similar requirements exist for the Assistant Principal Certificate, except that individuals need show evidence of coursework in three specified areas. For the first renewal of this five-year credential, individuals must matriculate in a master's degree program. The program need not be in educational administration. For the second renewal, individuals must hold

the master's degree and demonstrate knowledge in nine specified areas. Further renewal of this credential requires either additional approved study or demonstrated professional growth and improvement through an approved administrator action plan.

The Teaching Principal Certificate is offered to individuals who have release time during the day to perform ongoing and substantial administrative duties while holding teaching assignments. Once again, requirements for this credential are similar to the other principal credentials except that individuals must show evidence of coursework in four specified areas. Individuals who do not meet the latter requirement may receive this credential initially, but must meet the requirement prior to first renewal. Otherwise, for the first renewal, individuals must complete a six-hour approved teacher professional renewal plan. For subsequent renewals, individuals must submit six hours of approved study to the teacher support system.

To receive the Superintendent Certificate, individuals must: 1) hold both a bachelor's and a master's degree in any field (although educational administration is recommended); 2) demonstrate at least three years of satisfactory public school teaching or equivalent teaching experience in an instructional setting (e.g., military, business, postsecondary institution, industry); 3) have three years of administrative experience in schools or in an institutional setting (e.g., military, business, industry, public or private agency); 4) show evidence of coursework in 13 specified areas; and 5) complete an approved internship or practicum relating to the duties of a superintendent. This five-year credential may be renewed initially through further approved study or demonstrated professional growth and improvement through an approved administrator action plan. The second renewal requires documentation of an additional 30 graduate hours in either an approved IHE program or in a specialized program approved for this purpose. An Assistant Superintendent Certificate is also available, with similar requirements except one year rather than three years of administrative experience is required; moreover, renewal requires study or professional growth and improvement solely through an administrator action plan.

Other administrative credentials offered in Maine include the Curriculum Coordinator/Instructional Supervisor Certificate, the Director of Special Education Certificate, the Director (or Assistant Director) of Secondary Vocational Education Certificate, and the Director (or Assistant Director) of Adult and Community Education Certificate.

STANDARDS BOARDS: The SBE convenes ad hoc task forces to advise it on various issues relating to teacher education policy as they arise. For example, the Teacher Education Advisory Committee in Special Education, a group composed of representatives from IHEs, special education directors, associations, and the SDE, has just been formed.

ALTERNATIVE PREPARATION FOR LICENSURE: When no credentialed teacher is available, LEAs ask the state to issue a Conditional Certificate. To be issued the credential, candidates must hold a bachelor's degree in one of the liberal arts and sciences from an accredited IHE and must have completed a major or 36 hours in their field. A support team, which may include a master teacher, assists the new instructor over a period of two years.

During this time, a district steering committee observes and evaluates the teacher and makes the final credentialing recommendation.

MINORITY TEACHER RECRUITMENT: The state offers free tuition at its public universities for Native American students.

EARLY CHILDHOOD EDUCATION: Legislation allows districts to develop programs for four-year-olds; approximately five programs have developed at the local level.

Starting fall 1990, three early childhood education demonstration sites will provide half-day nursery school for 16 to 20 four-year-olds. The programs will result from collaborative efforts between the local school districts, Head Start Agencies, and other local child care and development providers. The children at the site will be representative of those children who are not typically served by such programs in that community. The programs will have comprehensive referral systems and parental involvement. The state is funding these programs for two years at a level of \$50,000 per site per year. If the community then chooses to continue the program, the state will reimburse the community for a portion of the program's cost. Staff from the demonstration sites have been trained at SDE expense in the High/Scope Curriculum.

The state has no early childhood education credential, although there is movement to create one.

CLINICAL/FIELD EXPERIENCE: The state requires six semester hours or 15 weeks of full-time student teaching.

December 1990

MARYLAND

STANDARDS: To be eligible for an initial license in Maryland, candidates must earn scores on the NTE core battery of at least 645 in general knowledge, 648 in professional knowledge, and 648 in communication skills. The subject exam of the NTE is also required; cut scores for these exams vary by area. After completing an approved program and passing the NTE tests, individuals are eligible for a Standard Professional Certificate. Valid for five years, it is renewable once with six semester hours of courses. During the next five years, the teacher must teach at least three years and earn a master's degree or the equivalent to be given the Advanced Professional Certificate. This license is valid for 10 years; no new requirements must be met to renew it. The SBE is developing new requirements for this credential.

The Maryland Higher Education Commission released a report entitled **Secretary's Proposals: Statewide and Regional Policy Initiatives and Implementation Strategies**. This report calls for the increased implementation of fifth-year teacher education programs in Maryland and for the assignment of teacher education faculty members to the public schools to provide inservice training for teachers and administrators, supervise teacher interns and college student community service experiences, and provide assistance to administrators.

If a district cannot find a qualified, credentialed individual for a position, the district may request the issuance of a Provisional Certificate in order to hire an individual for the position. As long as the individual completes six credit hours per year, the credential may be renewed until the individual meets credentialing requirements. In addition, a superintendent has the ability to waive any requirements for licensure for a teacher candidate.

LICENSURE FOR SCHOOL ADMINISTRATORS: Principals and superintendents (as well as supervisors and assistants in administration and supervision) must hold credentials in Maryland. All who are in direct contact with students, who supervise instruction, or are responsible for curriculum development must have completed a three semester hour course or a state-approved workshop on special education.

To hold the Principal's Certificate, individuals must: 1) be eligible for a professional credential appropriate to the assignment; 2) hold a master's degree from an accredited IHE; 3) complete an additional 15 graduate semester hours; 4) have three years of teaching at the appropriate level; and 5) complete (in addition to, or as part of, the master's degree plus 15 graduate credits) courses in supervision, curriculum, and content.

To obtain the Superintendent Certificate, individuals must: 1) be eligible for a professional credential; 2) hold a master's degree from an accredited IHE; 3) have three years of teaching experience and two years of administrative or supervisory experience; and 4) complete a two-year program with graduate courses in administration and supervision. Both credentials are valid for 10 years. There are no requirements for renewal. The SBE is revising all standards for administrator licensure. In January 1991, it will begin considering the elimination of the requirement that a person

complete a master's degree and approved program for the principalship and replacing it with a requirement for three years of teaching experience and the passage of the Maryland Assessment Center Program for Principals.

STANDARDS BOARDS: The SBE appoints the Professional Standards and Teacher Education Advisory Board (PSTEAB). State bylaws stipulate that the PSTEAB is to have 23 members and must include eight teachers, six teacher education faculty members, four current public school administrators or supervisory staff members, two current nonpublic administrators or supervisory staff members, and three lay members, one of whom shall be a member of a local board of education. In May 1990, the governor vetoed a bill that would have made the PSTEAB an semi-autonomous board. The PSTEAB submitted recommendations to the SBE on the Resident Teacher Program, which was passed in December 1990 (see **ALTERNATIVE PREPARATION FOR LICENSURE**).

ALTERNATIVE PREPARATION FOR LICENSURE: The SBE directed the SDE to propose an alternate route to licensure, the result of which is the Resident Teacher Certificate Program. Passed in December 1990, this program is open to individuals with a bachelor's degree in a field taught on the elementary or secondary level; a B average in the major; passing scores on the NTE general knowledge, communications skills, and specialty area subject examination; and a contract with an employing district for an elementary, middle, or high school teaching position. Candidates must take 90 clock hours of designated professional education content and then teach under a one-year Resident Teacher Certificate. This credential may be renewed for an additional year. These individuals will teach with support from a supervising teacher/mentor and will take additional coursework as determined by the local superintendent of schools. By the end of the program, they will be required to pass the professional knowledge examination of the NTE and will then be eligible for the Maryland Standard Professional Certificate.

The state gives SCDEs the flexibility to offer programs as alternatives to the traditional teacher preparation route. The state has approved such programs, which generally solicit individuals holding bachelor's degree with a high GPA. Such programs focus on pedagogy. Individuals must complete teacher education programs before teaching.

MINORITY TEACHER RECRUITMENT: A full-time Minority Teacher Recruitment Specialist at the SDE works on implementing the action plan developed by the state superintendent's Task Force on Recruitment of Minorities to Professional Staff Positions. The recommendations of the plan include: 1) strengthening Future Teachers of America clubs and 2) encouraging community colleges, IHEs, and districts to collaborate in assisting minority students at community colleges in entering and completing collegiate-based teacher education programs and in finding employment. A proposal for a state-sponsored minority teacher scholarship program was defeated by the legislature.

EARLY CHILDHOOD EDUCATION: Since 1979, Maryland has sponsored the Extended Elementary Education Program for four-year-olds who attend schools eligible for Chapter I funds. Funded at \$9,019,861 for the 1990-1991 school year, the 166.5 sites (each site offers two sessions, so the ".5" is one session at a site) offer a 2.5 hour educational program each day, five days each

week. Classes are taught by individuals with an early childhood education degree as well as an early childhood credential. Classrooms may have no more than 20 children for every two adults. One of the adults must be a teaching assistant, who must hold a high school diploma or the equivalent and have experience working with young children.

Maryland offers both an early childhood education license and an endorsement. Both cover nursery school through grade 3.

The Interagency Advisory Commission on Early Childhood Development and Education, established by SB 258, will continue the work of the now defunct Council on Early Childhood Development in coordinating services for children ages birth through five. The Commission's membership will be representative of the early childhood community, including community and state agencies and other groups. The members have not yet been appointed.

CLINICAL/FIELD EXPERIENCES: All approved programs in Maryland require early prepracticum experiences as well as student teaching; however, the state does not stipulate the length or content of these experiences. Those applying for licensure through the credit count system must have six semester credits in student teaching at the secondary level and eight semester credits of student teaching at the elementary level. The state has just completed a pilot test of a training model for clinical supervising teachers at three sites. A report on the results is being finalized. The State Coordinating Council on Field Experiences has developed voluntary guidelines for clinical and field experiences for use by SCDEs.

December 1990

MASSACHUSETTS

STANDARDS: Entrance requirements for teacher education are set by individual IHEs. The exit requirement is graduation from a state approved program. (The one exception is that candidates for a credential to teach a foreign language must also pass a state test in the language.) Programs are approved by state visiting teams on the basis of standards set forth in the 1982 Massachusetts regulations governing the credentialing of teachers. Regulations to go into effect in October 1994 will require candidates to have an undergraduate major in an arts and sciences discipline or an interdisciplinary major. Individuals will be able to double major in education and a liberal arts discipline. The new regulations will also establish two teaching credentials, the provisional and the permanent. Teachers will be required to earn a Permanent Certificate within four years after obtaining the bachelor's degree and Provisional Certificate. The Permanent Certificate requires a master's degree that includes courses in an arts and sciences discipline, courses in education, and clinical experience. For now, it is a lifetime credential. Changes in the credentialing process have been initiated in response to a report entitled Making Teaching a Major Profession, issued by the Joint Task Force on Teacher Preparation (a task force of representatives of the Board of Regents of Higher Education and the SBE). There is no statewide limit set on the number of professional education courses a student can take.

When a certified, qualified individual cannot be found to fill a position, a district may apply for a waiver. (This is not a credential.) This waiver will permit the district to hire an individual who holds a bachelor's degree to be employed for one year. The waiver may be renewed as long as the individual demonstrates progress toward completing the courses required for licensure.

The regulations to take effect in October 1994 provide for mentor teachers to work with master's degree students during their clinical experience; however, funding will be needed to implement this provision.

LICENSURE FOR SCHOOL ADMINISTRATORS: Specific credentials are required for school principals and superintendents/assistant superintendents (as well as one for supervisors and directors and one for school business administrators); however, the Massachusetts Advisory Commission on Educational Personnel is considering changes in these licenses (see STANDARDS BOARDS). A two-stage licensure process is under consideration that would generally require an additional clinical experience under the provisional credential in order to receive the full credential.

For now, the credential offered for the School Principal Certificate (which can be granted for nursery through grade six, grades five through nine, or grades nine through twelve) requires possession of a Massachusetts teaching credential, three years of employment in the role covered by that credential, successful completion of a 24 semester-hour pre-practicum of courses and experiences at the graduate level in a state-approved program, and completion of a half-practicum (150 clock hours) within one year, or an internship (300 clock hours) within two years.

For the Superintendent/Assistant Superintendent Certificate, individuals must possess a Massachusetts teaching credential with three years of employment in the role covered by it, complete 24 semester hours of courses and other experiences through an approved program, and complete a half practicum (150 hours) within one year or an internship (300 clock hours) within two years. All administrator credentials are valid for life.

STANDARDS BOARDS: Credentialing requirements are established by the SBE, on recommendation of the Commissioner of Education. Any recommendation for change in the credentialing requirements must be reviewed by the Massachusetts Advisory Commission on Educational Personnel, which must present its recommendation to the SBE. The 21 members of the Advisory Commission are appointed by the SBE, and at least one-third of the members must be teachers from public or private schools. The Commission is currently examining requirements for administrator and specialist credentials. A 1990 bill to set up an autonomous board failed but has been refiled for 1991.

ALTERNATIVE PREPARATION FOR LICENSURE: Individuals have two other avenues for licensure: either by receiving an Apprentice Teacher Card or by appearing before a Certification Review Panel. A person with a bachelor's degree may obtain an Apprentice Teacher Card from the SDE. This card enables him or her to teach in a public school for up to two years while taking courses in education required for licensure. For this card to be valid, the applicant, the employing school district, and the teacher preparation institution must agree on a plan for the applicant to complete the requirements for a teaching credential during the two-year period. An individual with at least five years of professional experience may become licensed by applying through the Certification Review Panel, which will review the individual's portfolio. The SBE is considering how the Apprentice Teacher Program and Certification Review Panel will work under the revised 1994 regulations.

MINORITY TEACHER RECRUITMENT: The Statewide Committee on the Recruitment of Minority Teachers for the Board of Regents and the SBE issued a report in March 1990 that called for action to recruit minority teachers. The SDE is currently drafting a plan that incorporates ideas from this report. A program through the Board of Regents is using a \$60,000 Ford Foundation grant to foster collaboration between four-year IHEs and community colleges to encourage minority students in community colleges to enter teacher preparation programs. Of the \$60,000 grant, \$20,000 goes directly to student scholarships.

EARLY CHILDHOOD EDUCATION: Massachusetts offers public preschool programs in about one-third of its school districts. Districts may provide a range of efforts, including but not limited to, enhancing kindergarten programs, furnishing day care for children ages three to five, furnishing nursery school for four-year-olds, and providing programs for parent-child interaction. Public preschool received \$7,495,345 in all for the 1990-1991 school year. Seventy-five percent of the funds are targeted to low-income sites (which the SBE defines as sites where there are a certain number of AFDC recipients or Chapter I schools). There are 4,171 children receiving

direct preschool services through the public schools, and another 634 receiving services in a contracted setting. In these programs, the state requires a staff-student ratio of 15 children to two adults. Those teaching in the public preschool program will be required to hold the new early childhood credential. This credential, to be held by teachers of children in nursery school through grade 3 (rather than kindergarten through grade 3), will be in place by October 1994. Separate credentials for early childhood education and teachers of young children with special needs have been combined into a single credential.

CLINICAL/FIELD EXPERIENCE: Current regulations require candidates to have at least three significant field assignments (with no set hour requirements) before student teaching (prepracticum). Student teaching (the practicum) is required to be 300 hours on site and to include at least 150 hours in which the candidate takes full responsibility for a class. Approximately 150 additional hours are required to add endorsements to an initial credential. Practica must be supervised jointly by the cooperating teacher at the field site and a representative of the IHE. The cooperating teacher must hold (or be exempt from holding) the credential sought by the student teacher (and must be, or once have been, tenured). With the application for credential, the candidate must submit a report about the practicum prepared by the cooperating teacher and field representative.

The October 1994 regulations will reduce the prepracticum field work for the provisional credential to 75 hours of monitored work. The practicum will be reduced to 150 hours. Both assignments will have to include work experience with diverse learners. The 1994 regulations require an individual to have 400 clock hours of clinical experience (either through an IHE or through a district) to receive the Permanent Certificate. This will be part of the master's degree program requirements.

December 1990

MICHIGAN

STANDARDS: Beginning in 1991, Act 267 requires candidates to take tests before they begin student teaching, one in basic skills and others in their areas of credentialing; however, as of December 1990, tests had not been selected. The testing process is under study by two committees: the Teacher Examination Advisory Committee, which will recommend criteria to be used in selecting tests, and the Standing Technical Advisory Council, which will determine reliability and validity of the tests.

Michigan offers the Provisional Certificate to all new or out-of-state teachers applying for their first credential. To receive this credential, individuals must complete a teacher education program with a C average or better; in addition, elementary and secondary teacher candidates must have completed six and three semester hours of reading, respectively, prior to credentialing. The Provisional Certificate is valid for six years. The elementary credential is valid for all subjects in kindergarten through grade five, but only in a teacher's subject areas in grades six through eight (except when the teacher is assigned to a self-contained classroom). The secondary credential is valid for subject areas of specialization in grades seven through twelve. Beginning in 1992, when individuals with the Provisional Certificate have three years of successful teaching experience and 18 semester hours of courses beyond the provisional level, they may obtain the Professional Education Certificate. This credential will require renewal every five years with 18 semester hours.

The Certification Code requires 30 semester hours in the major, 20 semester hours in the minor, and 18 semester hours in professional education, of which six semester hours must be in student teaching. The SBE continues to discuss whether there should be a limit on semester hours required for majors or minors in teaching areas.

LICENSURE FOR SCHOOL ADMINISTRATORS: Michigan requires individuals serving in an administrative capacity to hold the five-year Administrator's Certificate. Five endorsements are available on this credential: the Elementary Administrator, Secondary Administrator, Superintendent, Central Office Administrator, and Chief School Business Official. For all credentials but the last, individuals must meet these criteria: 1) individuals must possess at least a master's degree from an accredited IHE, 2) individuals must hold a teaching certificate at the appropriate level for the Elementary and Secondary Administrator credentials or at either grade level for Central Office Administrator and Superintendent credentials, 3) individuals need three years of successful teaching at the appropriate level for the Elementary and Secondary Administrator credentials or at either grade level for the Central Office Administrator and Superintendent credentials. (If individuals currently hold an administrative endorsement and is applying for an administrative endorsement at a higher level, the teaching requirement is waived.) Each credential also requires specific courses. For the Elementary and Secondary Administrator credential, individuals must complete 20 semester hours of credit in a state-approved school administration program. For the Central Office Administrator credential, individuals must complete 30 semester hours in an approved

school administration program. For the Superintendent credential, individuals must complete 40 semester hours in an administration preparation program. Any individuals applying for any of these endorsements who have spent the previous six years as successful school administrators are not required to meet the education requirements. (Chief Business Officials meet different educational requirements from other school administrators.) These credentials are valid for five years and may be renewed with six semester hours of courses or the equivalent in SBE-approved Continuing Education Units.

STANDARDS BOARDS: Three groups are involved in developing standards, although recent action has clarified their once-overlapping responsibilities. The SBE appoints members to the Periodic Review Council (PRC), which monitors the implementation of standards in teacher education programs. The members of the PRC represent several education groups, including IHEs, teacher and principal associations, and school boards. The Professional Standards Commission for Teachers (PSCT), established in 1988, advises the SBE on teacher education policy in the state. The group has 15 members: ten teachers, two IHE representatives, one school administrator, one LEA board member, and one public representative. The Professional Standards Commission for Administrators advises the SBE on matters regarding the credentialing of administrators.

ALTERNATIVE PREPARATION FOR LICENSURE: Act 25, passed in 1990, allows a district to hire nonlicensed individuals to teach certain subjects (usually technical) if it can show that no licensed teachers are available. Individuals must hold a bachelor's degree in the subject to be taught. Once the state has selected basic skills and subject matter tests that it will use, individuals will be required to pass these to continue teaching after the first year (see STANDARDS). While these individuals teach, they must work toward licensure (although there is no time frame within which they must complete such a program). Each year, the district must justify the employment of these unlicensed individuals.

MINORITY TEACHER RECRUITMENT: The Michigan Urban Teacher Program fosters partnerships between two-year and four-year institutions to develop programs to increase the number of minority students in teacher education programs. From that effort, an urban teacher institute has been established by Eastern Michigan University, Wayne State University, and Wayne County Community College. This program identifies minority students in two-year programs and encourages them to enter teacher education programs. Eastern Michigan University has worked out a relationship with local teachers' unions such that when these students reach late junior or senior status, they may be paid a minimum wage and work as substitute teachers in the Detroit area schools. A similar effort is taking place between Eastern Michigan University and Oakland County College.

Starting in January 1991, the SDE will begin a five-year national survey of credentialed minorities who are working in fields outside of education. The state wants to discover whether these individuals are not teaching by choice or were not able to find a teaching position in the state, and to see if they would be willing to relocate to Michigan if a teaching position could be located. In addition, the SDE has made a budget

request that includes money for minority teacher Scholarships. These scholarships would not only defer the educational costs but would also add a stipend and a guarantee of employment in the state.

EARLY CHILDHOOD EDUCATION: The Michigan Early Childhood Education Preschool Program for Four-Year-Olds began operation of half-day preschool programs in the 1988-1989 school year. Through this program, the state offers funding for local school district programs and competitive grants for community-based, private, nonprofit programs geared for at-risk four-year-olds. Funding for 1990-1991 efforts is in excess of \$30 million. This money funds programs in almost 300 school districts (\$24.8 million) and over 60 grants for private, non-profit agencies, including some Head Start agencies (approximately \$6 million). These half-day educational programs with a stipulated teacher-to-student ratio of one to eight (18 maximum group size) offer a four-day preschool program and a fifth day of parental involvement. The parental involvement includes at least two home visits from the teacher, two parent-teacher conferences, parent education programs, and parental involvement in the teaching of the child through curriculum development councils and community development councils. Local and intermediate school districts are eligible for funding if they have a many "at-risk" four-year-olds (i.e., children suffering from such problems as economic disadvantage, family unemployment, parental impairment, family history of substance abuse, family history of juvenile delinquency, family illiteracy, unstable home, child low birth weight, or handicapping conditions). Comprehensive needs of children must be addressed through these programs, although the state does not specify how this should be accomplished. By 1993, all teachers employed in these programs must hold the Michigan early childhood education endorsement, which prepares a person to teach children from birth through kindergarten. Michigan requires paraprofessionals to work toward earning the Child Development Associate (CDA) Credential.

CLINICAL/FIELD EXPERIENCE: Michigan currently requires candidates to have six semester hours of student teaching. The PRC has compiled Standards of Quality as part of the state movement to comply with NCATE Option II. These standards have been approved by the SBE and address clinical and field education. A pre-student teaching experience is mandated by the standards; moreover, the cooperating teacher must hold a major in the candidate's subject and have the opportunity to go to an SCDE for assistance with cooperating teacher duties.

December 1990

MINNESOTA

STANDARDS: Minnesota requires students to take the P-PST before entering a teacher education program and pass it prior to licensure with scores of 173 in reading, 172 in writing, and 169 in mathematics. Once individuals complete an approved program (which must include training in human relations), pass the P-PST, and receive the recommendation of the preparing IHE, they will receive the Initial License, which is valid for two years. With one year of teaching experience, individuals may receive the Continuing License, which is valid for five years. A teacher must complete 125 clock hours of continuing education for each renewal of the license.

When a district cannot find a qualified, licensed individual for a teaching position, it may request a one-year Limited License from the state to hire a person with a bachelor's degree. This credential may be renewed if the person earns eight quarter hours in a teacher education program.

LICENSURE FOR SCHOOL ADMINISTRATORS: In Minnesota, administrative licenses (at the initial and continuing levels) are required for elementary and secondary school principals and superintendents, as well as for school business officers, directors of special education, and directors of community education. To receive the Initial Elementary and Secondary Principal or Superintendent Licenses, individuals must meet three criteria: 1) they must have three years of teaching experience under a teaching license at the appropriate level; 2) they must complete a master's degree and 45 additional credits or a specialist or doctoral degree program at a regionally accredited IHE in the administrative area for which licensure is sought (the degree program must include a field experience of 200 clock hours that does not cause the individual to replace a licensed principal or superintendent); and 3) the person must have a recommendation from the preparing IHE. People with an administrative credential who wish to receive an initial license for a higher administrative position need only complete the experience and educational requirements described above; the field experience is waived. The Initial License is valid for two years and may be renewed with one year of administrative experience.

To obtain the Continuing Elementary and Secondary Principal and Superintendent Licenses, individuals must: 1) hold the appropriate Initial administrative License and 2) document one year of administrative experience under the Initial License. The five-year Continuing License may be renewed with 125 clock hours of approved administrative continuing education and 75 hours of individual professional development activity.

The SDE, not the Minnesota Board of Teaching (see STANDARDS BOARDS), regulates administrative licensure.

STANDARDS BOARDS: The 11-member Minnesota Board of Teaching (MBT) is appointed by the governor and has autonomous authority to establish licensure, entry, and exit standards. The board also approves teacher education programs. Stipulated by law, the composition of the MBT must include six teachers, one principal, one SCDE faculty representative, and three lay members. The MBT is redesigning standards for teacher education programs to be outcome-based.

ALTERNATIVE PREPARATION FOR LICENSURE: In late spring 1990, the state created the Alternative Preparation for Licensure program, which would permit an individuals with a bachelor's degree, a major in their subject area or five years' experience in a field related to that subject, passing P-PST scores, documented experience with children, and an employment contract from a district to enter a nontraditional teacher education program.

Once admitted to the program, individuals receive an Alternative Teacher Preparation License, which permits them to teach in a particular assignment. Individuals undergo 20 days (100 hours) of training at the district before they begin their teaching assignment as part of the program. They must receive at least 170 hours of training during the course of the program. While teaching, the candidate is supported by a three-person team (consisting of a mentor teacher, school administrators, and an IHE faculty member) that will provide instruction, coaching, and evaluation. This group will recommend the individual for licensure. After completing this one-year program, individuals will be eligible for the Initial License. There is no cost to the student for this program during its first year of operation.

MINORITY TEACHER RECRUITMENT: Minnesota's efforts in minority teacher recruitment center on incentive grant programs. In 1990-1991, grants will be provided to districts to pay salaries of minority teachers in Minnesota who had not previously taught in the state. In addition, the state will offer grants to interest minorities into teaching through the Alternative Preparation For Licensure Program. The MBT is funding a \$5,000 incentive grant for each minority individual who enters the program. These individuals will receive \$2,500 a year for two years, provided that they teach in the district for a second year. The MBT and the SBE are considering other steps they could take to recruit and retain minorities in teacher education as a result of an Education Commission of the States' study in that area.

EARLY CHILDHOOD EDUCATION: Minnesota sponsors the Early Childhood Family Education (ECFE) Program, which offers programs in parent education; family literacy projects, a program for the instruction of infants, toddlers, and three- to five-year olds; and a program that fosters interaction between parents and children. These programs are open to all families with kindergarten age or younger children although sometimes special sessions are designed for parents with unique needs (e.g., single parents, foster parents, teen parents). Every program has an advisory council that consists of parents and others involved in the program and assists in the development, planning, and monitoring of the local efforts. Programs also link up with local health, education, and human service agencies. There are currently approximately 170,000 parents and children served by the ECFE program in 365 districts. Families may participate in any district's ECFE program. The programs serve approximately 96 percent of the eligible children in the state. The ECFE program receives 40 percent of its funding from the state; in 1990-1991, that amount is approximately \$10 million. Sixty percent of the funds (about \$14 million) come from the local districts. Total ECFE funding in the state is almost \$25 million. The ECFE is branching out with 10 pilot projects that provide similar educational programs for families with children in grades kindergarten through three.

There is an Early Childhood License (which licenses teachers to work with children from birth until the age of five); a Prekindergarten License (for persons teaching children in the ECFE program); a Family Educator License (for individuals who teach both the parents and the children in the ECFE program; and a Family/Parent Educator License (for teaching just the parental education portion of the ECFE). Paraprofessionals employed in an ECFE program are not subject to any state requirements.

CLINICAL/FIELD EXPERIENCE: The state mandates pre-student teaching, which is defined as participation in a "series of planned, supervised, and evaluated experiences." Ten weeks or one quarter of full-time student teaching experience is required. Those candidates who seek licensure must student teach at the appropriate level. Cooperating teachers must hold a Minnesota Continuing License.

December 1990

MISSISSIPPI

STANDARDS: To enter a teacher education program, candidates must have a 2.5 GPA on prior college courses. Institutions must assess students' basic skills when they enter a program, using the NTE communication skills and general knowledge tests. (No cut scores are stipulated at this time.) The Board of Trustees' External Advisory Committee filed a report that recommended a limit on the number of professional education courses that can be required at state institutions; however, to date, the recommendations have not been carried out. In 1993, the Better Education for Success Tomorrow (BEST) program will be implemented. This program will require teachers in grades seven through 12 to have a major other than education and will require the equivalent of a subject area minor for elementary education teachers.

To receive a teaching credential, candidates must have the following scores on the NTE examinations: communication skills, 651; general knowledge, 646; and professional knowledge, 649. Cut scores on the NTE subject exams range from 510 to 610. All of these cut scores will be raised in 1991.

When individuals complete an approved teacher education program, they are eligible for the Provisional Certificate. This one-year credential may be renewed twice provided that teachers possess minimum on-the-job competencies as measured by the Mississippi Teacher Assessment Instrument (MTAI). Individuals must master at least nine of the 14 competencies by the end of the first year of teaching, 11 by the end of the second year, and all 14 by the completion of the third year. If they do not master the nine competencies at the end of the first year, they participate in a remediation program. On completing this program, they may reenter teaching. When individuals master the 14 competencies of the MTAI, they are eligible for a Standard Certificate. There are different levels of this credential for persons with bachelor's, master's, education specialist, and doctoral degrees. The credential must be renewed with at least 26 clock hours of staff development each year.

In May 1990, a SDE-commissioned study on the Provisional Certification process resulted in recommendations that, subject to SBE-approval, may be implemented in 1991. One recommendation would require that the first assessment of the provisionally credentialed teacher would occur during the second semester of teaching rather than the first. Another would build mentoring into the provisional program.

If a district cannot find a credentialed teacher to fill a position, then it may request that the SBE issue an Emergency Certificate. Individuals must hold a bachelor's degree to be issued the credential. The credential is valid through June 30 of the school year in which it is issued and may be renewed up to three times with the completion of six credit hours per year. Individuals must remediate all deficiencies by the fourth year of the license.

LICENSURE FOR SCHOOL ADMINISTRATORS: Individuals who wish to become principals, administrators, supervisors, vocational directors, or special area supervisors must obtain the Administrator/Supervisor Certificate with

an endorsement in the appropriate area. Supervisors must hold the General Administrator Certificate. To obtain either credential, individuals must: 1) hold a valid teaching credential; 2) have at least one year of teaching experience under that credential; 3) complete a master's degree in their administrative/supervisory area; and 4) attain a score at least at the 25th percentile on the General Knowledge, the Communication Skills, and the Administrator/Supervisor tests of the NTE. The endorsements for Elementary Administrator/Supervisor and Secondary Administrator/Supervisor, which are required for all principals, are available to those who hold teaching credentials at the appropriate levels. These credentials are issued on a provisional level, during which time the individuals undergo the same first-year process as teachers (see **STANDARDS**). The administrators are evaluated on how well they demonstrate mastery of 14 state-stipulated leadership competencies. If the school district evaluation is positive, the administrator is recommended for the Standard Certificate (either Administrator/Supervisor, or General Administrator), which is valid for one year and may be renewed with the completion of a district's staff development program.

STANDARDS BOARD: The Commission on Teacher Education and Certification reviews standards and makes recommendations to the SBE on issues relating to the profession. The commission's 15 members must include four teachers, three school administrators, one IHE representative, one junior college representative, one local school board member, and five lay members. The group has been reviewing and restructuring an alternative preparation route for licensure (see **ALTERNATIVE PREPARATION FOR LICENSURE**).

ALTERNATIVE PREPARATION FOR LICENSURE: Individuals with a bachelor's degree from a regionally accredited IHE may earn the Standard Certificate through an alternate route program. They must achieve NTE scores in the 51st percentile or higher (based on the 1983 norms for the core battery and for the individuals' specialty[ies]). In addition, candidates must complete 12 semester hours of education courses at an approved SCDE in Mississippi while they teach. These courses should address the development and interpretation of tests, the teaching of a subject in proper scope and sequence, methods of teaching, and classroom management. Candidates have up to three years to complete this provisional period, although they must demonstrate 60 percent of the minimum competencies measured by the MTAI in the first year and 75 percent of them during the second year. When they have completed the 12 semester hours, the individual can obtain a Class A Standard Certificate. This program is currently under review by the SDE. The SDE is considering whether to establish GPA requirements and whether to require the completion of specified courses at the beginning of the program. In addition, the NTE requirements for this program are being revisited.

During the summer of 1990, about two dozen people participated in a program that prepared them to receive secondary school teaching credentials. This program, called the Mississippi Teacher Corps, is funded by BellSouth Corporation and the Phil Hardin Foundation. Applicants are required to submit transcripts and standardized test scores. They must score above the 50th percentile on the NTE core battery and subject tests or submit scores from a different standardized test. (Individuals may submit scores from another test but must take and pass the NTE tests during the summer.)

Participants attend a summer institute, housed at the University of Mississippi at Oxford, which trains them to work with at-risk students. They then teach in classrooms and receive in-classroom mentoring throughout the school year. In return, these graduates are required to teach in selected districts in impoverished areas for one year.

MINORITY TEACHER RECRUITMENT: No state-sponsored programs were reported in this area.

EARLY CHILDHOOD EDUCATION: State efforts in early childhood education are confined to special education, although the state does require and fund a teaching assistant for every kindergarten, first grade, and second grade classroom. Teaching assistants must have a high school diploma and demonstrate proficiency in basic skills on one of several standardized tests. They must also participate in staff development for teaching assistants at the local level; if that is not available, then teaching assistants must participate with classroom teachers in their professional development program. No early childhood education credential is offered for teachers, although home economics programs prepare people to work in child care centers.

CLINICAL/FIELD EXPERIENCE: The state does not require clinical experiences. The state does require 12 full weeks of student teaching for would-be teachers and a practicum for other educational personnel (such as counselors). Student teachers are assessed with the MTAI. The state requires that both the IHE supervisor and the cooperating teacher earn the MTAI Evaluator Certificate to show they are trained in using the MTAI. This training uses materials developed by the SDE and takes three days to complete. The cost of the training is divided between the SDE, IHEs, and districts. Cooperating teachers must also have three years of teaching experience.

December 1990

MISSOURI

STANDARDS: Missouri stipulates specific entrance and exit requirements for individuals in teacher preparation programs. Entrance into teacher preparation programs requires an SAT composite score of 800 or an ACT composite score of 18 (or 19 on the enhanced ACT) and a score of 235 on the criterion-referenced College Basic Academic Skills Exam (BASE). To exit a teacher preparation program, one must complete an approved program with a 2.5 overall GPA, demonstrate oral proficiency, complete a math and general education requirement, and take the NTE subject exam. (If there is no subject exam for the individual's area, the individual must take the NTE professional knowledge test). Cut scores for the NTE exams will be determined in spring 1991.

The state has a four-tiered credentialing system. The Professional I Certificate is issued for an instructor's first two years, during which time the individual is supported by a mentor teacher and a professional development team. With two years of successful experience, an individual may obtain a three-year Professional II Certificate. With the completion of six semester hours toward a master's degree, an individual may receive the five-year Professional III Certificate. The Continuing Professional Certificate is issued only to those who hold a master's degree and have 10 years of teaching experience.

A Special Assignment Teaching Certificate may be granted to individuals in situations of district-determined and SDE-approved critical need (such as secondary school subject areas, foreign languages, K-12 art, or K-12 music). Individuals and the district must jointly apply for this credential. To be eligible, individuals must have a bachelor's degree with a major in the area to be taught and five years of documented work experience in that area. The credential is valid for 1,044 clock hours of teaching within two years of the date of issue, but may be renewed without any additional requirements to be met. Such credentials permit individuals with no teaching experience but a strong background in their subject to teach for a period of two each day.

Effective July 1, 1990, Missouri, Iowa, Nebraska, and Kansas entered into the MINK agreement, which will allow the issuance of a two-year regional exchange certificate for classroom teachers. Applicants must complete a state-approved teacher education program and must hold a valid regular credential in the state in which the teacher education program was completed. This credential may not be renewed.

LICENSURE FOR SCHOOL ADMINISTRATOR: Administrators in Missouri must hold one of several credentials at either the initial or advanced level. Among these credentials are the Elementary and Secondary Principal's and Superintendent's Certificate, as well as a Middle School Principal's Endorsement attached onto either an Elementary or Secondary School Principal's Certificate. To obtain either the Initial Elementary or Secondary Principal's credential, individuals must: 1) hold a permanent or professional teaching credential; 2) have two years of SDE-approved teaching experience at the appropriate level; 3) complete a course in psychology and education of the exceptional child; 4) complete a master's degree in

educational administration or in a certifiable area recognized in Missouri; and 5) have a recommendation of an approved IHE. (To be recommended, individuals must complete a planned preparation program that includes 24 graduate semester hours in education courses. This credit must include specific courses and two semester hours of directed field experiences and must develop individuals' knowledge or competence in specified areas.) This credential is valid for five years and may be renewed only once with 15 semester hours toward an approved two-year graduate program for elementary or secondary principals.

When individuals holding the initial credential complete this graduate program and receive a recommendation from the preparing IHE, they are eligible for the Advanced Elementary or Secondary Certificate. This 10-year credential may be renewed with five years of administrative experience during the previous 10 years and with the completion of a Professional Development Agreement, including work in three out of five specified areas. Individuals who wish to receive a Middle School Principal's Certificate must meet the requirements for either an Elementary or Secondary School Principal's Certificate. If individuals hold the elementary credential, they must also be recommended from the IHE where they completed a planned program of six graduate semester credits in specified areas of education, including the development of 10- to 14-year-olds. Individuals holding the secondary credential must meet the same requirements, only they also must have completed five undergraduate or graduate semester hours in reading and two semester hours in mathematics.

Superintendents in Missouri receive the Superintendent's Certificate only at the initial level. To obtain this credential, they must: 1) hold a permanent or professional Missouri teaching credential; 2) have four years of teaching, supervisory, or administrative experience in elementary or secondary schools approved by the SDE; 3) complete a course in psychology and education of the exceptional child; 4) complete an approved two-year graduate program for the preparation of the superintendent including knowledge or competence in 10 specified areas; and 5) have a recommendation from a designated official at the preparing IHE. This 10-year credential may be renewed with five years of experience in school administration and the completion of a Professional Development Agreement, including work in at least one of four specified areas.

Other administrative credentials available in the state include the Vocational School Director Certificate and the Special Educator Administrators's Certificate.

STANDARDS BOARDS: The Missouri Advisory Council for the Certification of Educators (MACCE) has 25 members. MACCE has the authority in developing new state certification regulations. The SBE, however, must adopt all changes. The council includes 15 teachers and draws its remaining members from IHEs, school boards, and administrator groups. MACCE has placed revisions to program approval standards on hold and is considering the commissioner's agenda of reducing the number of certification categories.

ALTERNATIVE PREPARATION FOR LICENSURE: To enter an alternative preparation program, individuals must earn a bachelor's degree in the area they will teach, have a 2.5 GPA for undergraduate courses, and pass the relevant NTE subject exam. They sign a four-way contract with the SDE, the employing

district, and an IHE. The contract stipulates that they will complete a teacher education program at the IHE while employed by the district in a secondary school teaching position. Candidates are then awarded a Temporary Certificate, which is valid for two years, and take nine semester hours of professional education before entering a classroom as a teacher. After completing a successful year of teaching and before entering the second year of the teaching internship, the person must complete nine additional semester hours. At the end of a second successful year of teaching, the person is awarded a Professional II credential.

MINORITY TEACHER RECRUITMENT: The Teacher Education Scholarship Program designates 15 percent of its funding for minority teacher scholarships. The state and the IHE each contribute \$1,000 for each year in the student's program. The student must teach in Missouri for five years to pay back the scholarship. Legislation passed in 1990 will, if funded, create 100 renewable \$2,000 scholarships for minority high school graduates from Missouri who enter teacher preparation programs in the state. These individuals must achieve scores on a standardized test such as the SAT or the ACT and have a high school rank in the 75th percentile. Such scholarships will be renewable for three years. Recipients will be required to teach in the public schools for five years after graduation; otherwise, the scholarship will revert to a loan.

EARLY CHILDHOOD EDUCATION: The Early Childhood Development Act enacted in 1984 authorizes the state to provide districts with funds for services to infants, toddlers, preschool children, and their parents through the New Parents as Teachers Program (NPAT). The program provides education for parents of children ages birth through four and screens children for language development, general development, hearing, vision, and general health. Districts must offer parents four home visits and four group meetings. To receive all of the allocated funding, districts have been required to serve a quota of those eligible for the services based on 1980 census figures: 25 percent of all families with children ages birth to three and 50 percent of all families with children ages three and four. In 1989-1990, the state appropriated the following funding: screening for one- and two-year-olds, \$752,280; screening for three- and four-year-olds, \$1,074,890; parents as educators for ages birth to three, \$7,976,250; and parents as educators of three- and four-year-olds, \$1,102,240. Through this program, 45,796 families with children aged birth through three were served; 38,391 families with children ages three and four were served; and 39,050 one- and two-year-olds and 69,558 three- and four-year-olds received screening services. Only two districts in the state do not offer this program.

The state requires instructors in public preschools to hold a license that applies to prekindergarten through grade 3. Teachers with a credential in elementary education may add an early childhood education credential. There are specific requirements for individuals who work in the NPAT program.

CLINICAL/FIELD EXPERIENCE: The state requires candidates to have 10 semester hours of clinical experience, of which two semester hours must be spent in field experiences before the student teaching experience, and six

must be spent in student teaching. The other two hours may be added to either experience, although most SCDEs add the two hours to the student teaching. SCDEs must show how they assess students in these experiences, although a particular mode of assessment is not mandated. Student teachers must be placed with cooperating teachers who are licensed to teach in the grade level for which the student is seeking a license.

December 1990

MONTANA

STANDARDS: The state currently does not have requirements for entrance into teacher education programs. Two groups have discussed whether the state should mandate entrance requirements: the ED Forum (an ad hoc group representing a variety of education organizations throughout the state) and the Certification Standards and Practices Advisory Council (see **STANDARDS BOARDS**). The latter group met in July 1990 to discuss whether the state should require the use of the NTE or other alternatives as exit requirements, although the group did not reach any conclusion.

Candidates for licensure must meet the following cut scores on the NTE: professional knowledge, 648; general knowledge, 644; and communication skills, 648. The two primary types of teaching credentials in Montana are the Standard Certificate and the Professional Certificate. Separate rules govern credentialing for vocational education instructors; most other teachers receive the Standard Certificate. Candidates must complete three years of successful teaching and a fifth-year or master's degree program to obtain the Professional Certificate. Teachers must renew this credential every five years by taking six quarter credits or the equivalent and by completing one year of successful teaching.

The state offers a three-year, nonrenewable Provisional Certificate to individuals with a bachelor's degree. Those wishing to teach at the elementary level must first take a course in human growth and development as well as methods courses in arithmetic, social studies, and foreign languages. Persons teaching at the secondary level must have 45 quarter credit hours in their area and eight quarter credit hours in education courses. Candidates must qualify for the Standard Certificate before they begin teaching, so all must remediate any deficiencies in their professional education and pass required NTE tests. This route is usually taken by individuals with out-of-state licenses.

LICENSURE FOR SCHOOL ADMINISTRATORS: Administrators in Montana must hold the Administrative Certificate with the appropriate endorsement. Endorsements for elementary and secondary school principals and superintendents are available. To obtain either the Elementary or Secondary Principal Endorsement on the Administrative Certificate, individuals must complete a master's degree program in school administration (with courses geared to the appropriate grade level of endorsement) and have three years of teaching experience under the appropriate credential. To obtain the Superintendent Endorsement, individuals must have completed a master's degree program in school administration as well as three years of teaching experience. In addition, individuals who have been endorsed in the past at the elementary level must take eight semester credits in secondary administration; and individuals who have been endorsed at the secondary level must take eight semester credits in elementary administration. Currently, these five-year credentials may be renewed with one year of administrative experience; however, starting in 1992, credentials will be renewed with six quarter credits of courses in the individual's area.

STANDARDS BOARDS: The Certification Standards and Practices Advisory Council (CSPAC) consists of seven members: four teachers, one SCDE faculty member, one school administrator, and one school board member. It advises the Board of Public Education on program approval and credentialing regulations. CSPAC, through the SBE, has submitted legislation to authorize a study of the merits of establishing a program to train and use mentor teachers to assist beginning teachers. If this effort receives funding, the study would take place between 1992 and 1994.

ALTERNATIVE PREPARATION FOR LICENSURE: The new governor has proposed alternate routes for licensure in his Century 21 Plan for the state. He has indicated that he will try to move a plan for an alternate route through the Board of Public Education rather than through the legislature, but legislation currently is pending.

MINORITY TEACHER RECRUITMENT: CPSAC is seeking funding for additional research efforts to examine possible difficulties the NTE may pose for Native American students.

EARLY CHILDHOOD EDUCATION: No state programs were reported in this area.

CLINICAL/FIELD EXPERIENCE: The state requires candidates to have a wide range of clinical experiences early in the teacher preparation program. Student teaching may occur only after the IHE has reviewed a student's professional education to assess the student's ability to function in the classroom. IHEs determine the length of the student teaching experience and provide verification of the experience to the OPI.

December 1990

NEBRASKA

STANDARDS: For entrance to teacher education programs in Nebraska, individuals must have P-PST scores of 170 in reading, 171 in math, and 172 in writing. Individuals must complete a course in human relations as part of their teacher education program; after December 31, 1992, all teachers will have to complete a course in human relations to renew their teaching credentials. After September 1, 1992, exit requirements will also include a course in competencies for special education. All student must sign an affidavit attesting that they have not committed any felonies both before entering a teacher education program and prior to student teaching.

Nebraska offers three teaching credentials. A person may earn an Initial Certificate upon completion of an approved teacher education program; this credential may be renewed after five years with six semester hours of credit. To earn a Standard Certificate, one must have an Initial Certificate and two years of teaching experience. The Standard Certificate is renewed after every seven years of teaching experience. To earn a Professional Certificate one must have a master's degree or a fifth-year credential in the field in which one received one's original license. The Professional Certificate can be renewed after 10 years. Both the Standard and the Professional Certificates may be renewed with six semester hours of credit or with two years of teaching experience with the same employer. A state statute requires teachers to obtain six hours of college credit for every six years of tenured teaching, which is administered by local boards of education.

Effective July 1, 1990, Missouri, Iowa, Nebraska, and Kansas entered into the MINK agreement, which will allow the issuance of a two-year regional exchange certificate for classroom teachers. Applicants must complete a state-approved teacher education program and must hold a valid, regular credential in the state in which the teacher education program was completed. This nonrenewable credential is limited to the area and level in which the individual wishes to use this credential.

As of January 1990, the state no longer offers its old emergency credential. A one-year Provisional Certificate is available for individuals who have met at least 75 percent of all academic requirements for teacher licensure. While teaching under this credential (which may be renewed twice), individuals must take courses to remediate their academic deficiencies.

LICENSURE FOR SCHOOL ADMINISTRATORS: Nebraska requires administrators to hold Standard or Professional Administrative Certificates with the endorsement appropriate to their title. A Principal's Endorsement may be earned for the elementary, secondary, or K-12 levels. Other endorsements include Superintendent, Supervisor, Curriculum Supervisor, Director of Special Education, and Director of Speech Pathology. To obtain any of these administrative endorsements, one must complete the graduate-level work in the appropriate area.

To obtain the Standard Administrative Certificate, individuals must: 1) qualify for or hold a regular teaching credential; 2) submit a voucher that shows they have met the human relations requirement (see **STANDARDS**); 3)

submit satisfactory P-PST scores (see **STANDARDS**); 4) submit evidence of completion of the special education requirements after September 1, 1992 (see **STANDARDS**); 5) hold a master's degree or 36 hours of credit toward a six-year specialist's or doctorate degree in educational administration; 6) qualify for at least one administrative endorsement; and 7) receive six semester hours of graduate credit in the three years preceding the date of credential application for courses toward the endorsement.

To obtain the Professional Administrative Certificate, individuals must: 1) hold a six-year specialist's certificate or doctorate in educational administration; 2) qualify for one or more administrative endorsements (see below); 3) earn six semester hours of graduate credit in the three years preceding the date of credential application for courses towards the endorsement; and 4) have two or more years of school administrative experience under the Standard Certificate or the equivalent in another state. The seven-year Standard and the ten-year Professional Certificates are renewable with two years of successful administrative experience in one school district or six semester hours of graduate credit.

STANDARDS BOARDS: The Nebraska Council on Teacher Education (NCTE) advises the SBE. The council's 50 members must include one representative from each IHE and one certification official (16 total), 16 teachers, 12 local administrative members, four local board members, one PTA member, and one representative from the SDE. Members are nominated from within their organizations and are appointed by the SBE. The Executive Committee of the NCTE must have representation from each constituency listed above. It rules on the propriety of the nominees. NCTE has recently considered provisions to allow professors who are eminent in their field but do not meet regulations governing licensure to teach in the public schools and is discussing the expansion of the definition of sites where student teaching may take place.

ALTERNATIVE PREPARATION FOR LICENSURE: Nebraska offers a Provisional Commitment Teaching Certificate to those who wish to teach in the public schools. To obtain this credential, one must hold a bachelor's degree, have a district employment contract, be enrolled in a teacher preparation program, and have completed at least half of the pedagogical component of that program and three-fourths of the field requirement. Before teaching, individuals must sign an affidavit attesting that they have committed no felonies. The Provisional Commitment Teaching Certificate may be renewed twice, for a period of one year each time, while the teacher finishes the approved program.

MINORITY TEACHER RECRUITMENT: No state programs were reported in this area.

EARLY CHILDHOOD EDUCATION: Legislation has been passed that will fund four pilot prekindergarten programs starting in 1991-1992. The following factors will increase a program's eligibility for funding: services for three- and four-years olds or a parent education program, a full-day program, services for teen parents, services for infants and toddlers, and collaboration with Head Start. Funding for this program will come from local, district, private, and possibly federal sources, but 70 percent of the state funds must go toward low-income or at-risk children. Each program will be funded

at \$100,000 per year for three years. The SBE has adopted voluntary guidelines for teacher-to-student ratios as follows: for children 16 to 18 month old, 1 to 4; for children 18 months to 3 years old, 1 to 6; for children three years old, 1 to 10; for children four and five years old, 1 to 12; and for kindergarten through second grade, 1 to 18 (or 1 teacher to 25 students if a full-time paraprofessional is also in the classroom). The SDE estimates that approximately 100 children will be served by this program in its first year.

Teachers of young children must hold an Early Childhood Endorsement. To earn this prekindergarten through grade 3 credential, individuals must complete 30 credit hours in the field. (This must include a student teaching component of 320 clock hours.) This endorsement, if attached to an Initial, Standard, or Professional Certificate, need not be attached to any other grade-level endorsement. A regulation states that teacher aides must have 12 credit hours in early childhood child development or the equivalent.

CLINICAL/FIELD EXPERIENCE: Clinical experience must include 100 hours of pre-student teaching or laboratory observation of children. All clinical faculty must have a master's degree and two years of public school teaching experience.

Students must have between 200 and 520 hours of student teaching, depending upon whether the student teaching is for a field endorsement, a subject endorsement, or a combination of one or more fields or subjects.

Cooperating teachers must teach in a state-approved school (as opposed to schools approved by an association of parents) in the area in which the student teacher wishes to become endorsed. The cooperating teacher must have taught three of the preceding five years and may only work with one student at a time.

December 1990

NEVADA

STANDARDS: To enter a teacher education program, candidates must obtain the following minimum scores on the P-PST: reading, 172; math, 173; writing, 172. The state requires individuals to take the NTE professional knowledge and specialty area exams to be licensed. Minimal scores for these exams have been established. All applicants for licensure are fingerprinted.

Nevada issues two licenses, the Standard and the Professional. The Standard requires a bachelor's degree, is valid for five years, and may be renewed with six semester credits of inservice. The Professional requires a master's degree, is valid for six years, and may be renewed with six semester credits of inservice. The state may attach a provisional clause, valid for one year of classroom teaching, to either license. During that year, the individual must remediate any deficiencies to meet full licensure requirements.

If a teacher shortage exists in a district, the district may request that the SDE commissioner grant a one-year license to candidates who do not meet regular licensure requirements.

LICENSURE FOR SCHOOL ADMINISTRATORS: Nevada issues Limited and Professional School Administrator Licenses for principals at all levels and superintendents. To receive a limited credential, individuals must: 1) hold a master's degree; 2) hold a valid teaching license; 3) have three years of teaching experience in kindergarten through grade twelve; and 4) complete 18 semester hours of graduate study in school administration that includes work in five specified areas. This credential expires in five years and is not renewable. Individuals must work toward earning the professional credential, which requires: 1) meeting the requirements for a Limited School Administrator credential and 2) completing an additional nine semester hours of graduate credit including work in seven specified areas. This credential is valid for six years and may be renewed with six semester credits of inservice. The Commission on Professional Standards will be reviewing administrative credentials (see **STANDARDS BOARDS**).

STANDARDS BOARDS: The Commission on Professional Standards has nine members: four teachers, two administrators (one of whom must be a private school representative), one SBE representative, one counselor or school psychologist, and one IHE member (who must be dean of one of the state's two SCDEs). Requirements for teacher preparation and licensure can be amended only with the commission's approval. The SBE has limited veto powers over the commission's actions. The commission is striving to become autonomous; Legislation may be introduced in 1991 to make it so.

ALTERNATIVE PREPARATION FOR LICENSURE: There were no state programs reported in this area.

MINORITY TEACHER RECRUITMENT: There are no state-level programs reported in this area. IHEs and the gambling industry sponsor a variety of scholarships for minority students in teacher preparation programs.

EARLY CHILDHOOD EDUCATION: While districts may offer prekindergarten programs, state funding for preschools is confined to special education. Nevada offers an early childhood special education license.

CLINICAL/FIELD EXPERIENCE: The state requires a minimum of eight semester hours of credit in student teaching. All clinical faculty must have a minimum of three years of public school teaching experience. Cooperating teachers must hold the Professional License.

December 1990

NEW HAMPSHIRE

STANDARDS: New Hampshire requires that IHEs create entrance and exit requirements for teacher and administrative preparation programs. Individuals must complete general education requirements and demonstrate basic reading, writing, and mathematics skills before they enter a teacher preparation program. Through a variety of means, IHEs decide how this will be determined. IHEs must also evaluate candidates to determine whether they should be recommended for an initial credential. A subcommittee of the SBE is studying teacher preparation, including entrance requirements, and is expected to report findings in spring 1991.

Individuals may be issued a Beginning Educator Certificate once they complete an approved teacher preparation program. This credential is valid for three years, during which time the individual must complete 50 clock hours of professional inservice training (of which 20 clock hours must be in each endorsement area and 10 must be in a teaching area applicable to all teachers). Once candidates have three years of teaching experience, they are issued the Experienced Educator Certificate, which is valid for three years and has the same inservice requirement for renewal.

In the case of death or extreme illness of a teacher, a district may request a Letter of Permission in order to fill that person's position with a person who does not have a teaching credential. This is a one-year waiver; during the year the individual must obtain full licensure.

LICENSURE FOR SCHOOL ADMINISTRATORS: New Hampshire requires school administrators to hold the appropriate administrative credential. Among the available credentials are: Principal, Assistant Superintendent and Teacher Consultant, and Superintendent of Schools.

To receive the Principal Certificate (which authorizes one to work in schools with any of the grades from kindergarten through twelve), an individual must: 1) have three years of teaching experience; 2) complete an SBE-approved master's degree in educational administration and be recommended from the preparing IHE; and 3) have held leadership positions requiring comparable knowledge and skill. (Those who have held positions in fields other than education must demonstrate their administrative knowledge and skills by taking an oral and written examination).

Individuals seeking the Assistant Superintendent and Teacher Consultant Certificate must either: 1) complete an SBE-approved master's degree in education or 2) have acquired the needed skills and knowledge (as determined by the school administrative unit board and superintendent of schools) through comparable management experience in education or other professions. They must also hold or be eligible to hold a teaching license if they will working directly with the learning process. The person in this position supports the superintendent of schools in a variety of ways.

To earn the Superintendent of Schools Certificate, individuals must: 1) complete a doctorate or Certificate of Advanced Study in educational administration in an SBE-approved program and 2) acquire the needed skills and knowledge (as defined by the SBE) through experience in comparable leadership positions in education or other professions. If an individual's experience is from outside the education profession, he or she will be

reviewed by a Board of Examiners appointed by the SDE. This board will recommend licensure for the individual after reviewing pertinent information from such sources as application materials, written examinations, on-site observations, and interviews.

All credentials are valid for three years and may be renewed with 50 clock hours of inservice training. Other administrative credentials available in the state include Business Administrator and Vocational Director.

STANDARDS BOARDS: New Hampshire has two advisory boards that provide recommendations to the SBE. The Professional Standards Board, which is appointed by the SBE to advise it on teacher credentialing, consists of the following 21 members: the director of the Division of Standards and Certification (or that person's designee), who shall be the executive secretary of the board; nine members representing classroom teachers, education specialists, or both; nine members representing higher education and higher education administration; and two laypersons. The Council for Teacher Education, which makes recommendations to the SBE on standards for approval of SCDE programs and administers the program approval process, has four statutory members and 11 appointed members. The statutory members include the commissioner of education, the University of New Hampshire School of Education dean, and two IHE presidents. Statutory members appoint additional members from the education community.

ALTERNATIVE PREPARATION FOR LICENSURE: A new route to licensure went into effect in November 1990, the Provisional Certification Plan. Individuals who want to teach at the secondary level must hold a bachelor's degree with a 30-credit major in the subject to be taught and a GPA of 2.5. Individuals who want to teach at the elementary level must have a bachelor's degree with a major in the area to be taught and an overall GPA of 2.5. (The GPA requirement may be waived for people who graduated more than five years before applying to teach, have five years of occupational experience related to their subject and meet all other requirements.) Individuals who meet the requirements may be issued letters of eligibility, with which they may be hired by districts. The district must appoint a mentor teacher or mentoring team to work with the provisional teacher for a year. The mentor must receive a minimum of 12 hours of training in the mentoring process by the SDE or other persons or institutions contracted to do so by the SDE. An education plan will be developed by the mentor, building principal, teacher candidate and any others designated, which will include preservice and inservice components as specified by the SDE. On completing the plan, individuals may be recommended for the Beginning Educator Certificate.

Two other alternatives exist for nontraditional teacher candidates. Individuals with teaching experience who have not completed an approved SCDE program may take written and oral examinations to be licensed. Another program allows an individual with a degree in a critical shortage area or vocational education to enter an internship program with a mentor teacher and receive a credential in three years. To be licensed in either case, the individual must obtain an IHE's recommendation and must meet the same requirement for basic skills in reading, writing, and mathematics that those entering the IHE's teacher education program must meet. Current designated

critical shortage areas are special education and English as a Second Language.

MINORITY TEACHER RECRUITMENT: No state programs were reported in this area.

EARLY CHILDHOOD EDUCATION: Early childhood education services provided by the state are confined to programs for special education students. The state offers an Early Childhood Education endorsement that authorizes a person to teach children from birth through grade 3. Teacher Assistants working in special education preschool programs must have a high school education or the equivalent. With three years of experience as a Teacher Assistant, an individual may become a Teacher Aide.

CLINICAL/FIELD EXPERIENCE: In general, New Hampshire permits IHEs to determine the length and content of the pre-student teaching and student teaching experience. The state requires candidates to observe classrooms and take some kind of corresponding theoretical work; however, no amount of time is stipulated. Likewise, student teaching is required as part of teacher preparation programs, but the length of the program is not stipulated. Student teachers must have increasing responsibility in the classroom and must eventually have full responsibility for the classroom. Pedagogical and content faculty must have experience in school and supervise student teachers. Cooperating teachers must be fully credentialed and must have three years of teaching experience. No particular training or compensation is required by the state for cooperating teachers.

December 1990

NEW JERSEY

STANDARDS: Entrance to and exit from New Jersey teacher preparation programs is regulated by the state. To enter a teacher education program, a person must have a 2.5 GPA. In addition, students must complete a sophomore-level field experience before they enter the teacher education program at the end of their sophomore year. They must demonstrate an acceptable level of oral and written English and math as well as an aptitude for teaching. Each approved undergraduate program includes 96 credit hours of liberal arts study distributed among general education, the academic major, and the behavioral and social sciences. The professional education component may not exceed 30 credit hours, approximately one-half of which should be in clinical/field experience.

Requirements for receiving a teaching license will change in 1991. Starting in 1991, with the completion of a teacher education program, a 2.5 GPA, demonstrated aptitude for teaching (as determined by the SCDE), and sufficient scores on the NTE test(s) for their subject area(s), students will receive a Provisional Certificate. Elementary teachers must earn a score of at least 649 on the NTE general knowledge exam. All others take the NTE in each of their areas; and cut scores for these tests range from 520 to 580. After one year of successful service (as determined by a school supervisory team), individuals will be eligible for a Standard Certificate, which is valid for life. The state will thus require all traditionally and alternatively prepared first-year teachers to undergo a year of supervised teaching under a provisional credential (see **ALTERNATIVE PREPARATION FOR LICENSURE**). Students will be required to pay a varying fee for mentoring services.

The only remaining emergency credentials that exist are for individuals working in areas not currently permitted in the Provisional Teacher Program, including English as a Second Language, bilingual education, and vocational education. County superintendents may grant emergency credentials in these areas when a district demonstrates need; however, in the next two years, credentials in these areas will be available through the Provisional Teacher Program. When that occurs, emergency credentials will be eliminated from all teaching fields except special education. It is anticipated that emergency credentialing will likewise be eliminated in special education within the next few years.

LICENSURE FOR SCHOOL ADMINISTRATORS: New Jersey requires all school administrators to hold a state-issued administrative credentials. These credentials are currently in the process of being revised. New requirements for the Principal Certificate are in effect as of June 1990; the Superintendent Certificate have been revised to mirror the new principal licensure sequence and will take effect in 1992.

Principals must hold the K-12 Principal Certificate. To obtain the Provisional Principal Certificate, individuals must: 1) hold a master's degree from a program in administration, leadership, or management that included study in leadership and human resource management, quantitative decision making, communication, finance, and law; 2) attain a score of at least 540 on the NTE in Educational Leadership; and 3) receive an

evaluation, under simulated conditions, of skills appropriate to the performance of the principalship. Evaluation results are to influence the development of an individualized training program during the one- to two-year provisional period which follows. (The evaluation requirement has been temporarily suspended until February 1991.)

Individuals meeting requirements as described above will be issued a provisional credential and will then serve a one- to two-year residency which consists of educational and experiential components which are determined by the individuals' past involvement in education. If they have teaching experience, they will serve in a 30-day management experience. If they do not have teaching experience, then they will spend three months teaching. All principal candidates must take 65 hours of formal instruction in instruction and curriculum. When this teaching and instruction period has been completed, individuals serve as full-time principals and may complete instructional experience depending upon their background (nontraditional candidates will be required to take an additional 75 clock hours of courses). When individuals complete all required instruction and successfully serve in the residency, they are granted the Permanent Principal Certificate, which is valid for life.

Currently, individuals who apply for the lifetime Superintendent Certificate must: 1) hold a valid teaching or administrative credential; 2) have a master's in educational administration; 3) have three years of teaching experience; and 4) have three years of successful administrative or supervisory experience at any grade level. These requirements have been recently changed to create a licensure pattern for the superintendency that is similar to that of the principal. Other administrative credentials available include the Supervisor Certificate and the School Business Administrator Certificate.

STANDARDS BOARDS: The SBE established the 12-member State Board of Examiners to advise it on preparation and certification standards. The law stipulates that the board members include four teachers (one of whom must be an education media specialist), two principals, two superintendents, one school business administrator, two IHE representatives, and one state agency representative.

ALTERNATIVE PREPARATION FOR LICENSURE: The SBE established the Provisional Teacher Program for "alternative certification" in 1985. To receive this credential, candidates must: 1) hold a valid bachelor's degree; 2) have a major in the subject they will teach (for secondary schools) or a major in the liberal arts and sciences (for elementary schools); 3) pass the NTE general knowledge examination for elementary licensure or the designated NTE specialty examination for a license in a subject; and 4) have an offer of employment from a school district. Program participants must participate in an initial 20-day practicum under the supervision of a licensed teacher. During the first year, participants must receive 200 clock hours of professional instruction. This instruction does not have to be in a for-credit college course; it may be completed at a district- or state-operated training center. The individual teaches under a Provisional Certificate (see STANDARDS). A professional support team observes the provisional teacher at prescribed intervals, and the principal evaluates the provisional teacher three times that year. The last evaluation will contain the

principal's assessment as to whether the teacher should receive a Standard Certificate.

Changes are taking place in the delivery of this program. In the first five years of the program, the SDE played a major role in providing instruction for this program through regional service centers. Now, consortia of districts and IHEs provide instruction for this program as well, bringing the count to 13 regional instructional centers and three consortia.

MINORITY TEACHER RECRUITMENT: Each year, the Minority Teacher Education Program identifies 18 high school juniors who show potential for entering the teaching profession. The program includes two summer college preparation programs and offers students four-year loans of \$7500 per year. It forgives one-fourth of these loans for each year a person teaches in an urban district and one-sixth of these loans for each year the person teaches in a nonurban district. The program provides support and assistance throughout the students' college careers. Students must participate in work-study projects to receive the awards.

There is no longer any differentiation made between scholarships awarded from the Geraldine R. Dodge Foundation and the state's Minority Fellowship Program. In the past, the Dodge Foundation offered scholarships to outstanding individuals entering teaching through the Provisional Certification Program, and the state-funded Minority Teaching Fellows Program specifically provided scholarships for minorities entering the Provisional Certification Program. Now, both have combined to offer 30 fellowships. A significant number of the recipients of this fellowship are minorities.

EARLY CHILDHOOD EDUCATION: New Jersey permits districts to offer prekindergarten programs; in addition, a few districts are involved in a pilot program for urban, prekindergarten-aged children. Public school prekindergarten programs are offered in 94 districts, which serve approximately 6,508 four-year olds in half-day sessions. The district has the discretion of opening the program to all or targeting a particular group of children. Teachers in this program must hold the state's Nursery through Grade 8 endorsement. New Jersey also offers publicly funded child care services for low-income, working parents through a program of education and care for 9,000 three- and four-year-olds.

The state has focused its efforts on the Urban PreKindergarten Pilot Program, a cooperative effort between the SDE and the State Department of Human Services. This program, a five-year effort, funds comprehensive programs for approximately 459 three- and four-year-olds in selected urban areas. Each year, the pilot program will receive \$2.5 million to be distributed among these locally developed programs. Teaching personnel involved in this program are required to: 1) hold the Nursery through Grade 8 endorsement, including 15 credits in early childhood education, 2) have at least two years of experience teaching children under the age of six, and 3) have demonstrated experience with children from urban, low-income families. (Student teaching can serve as this experience.)

CLINICAL/FIELD EXPERIENCE: There are particular requirements for clinical and field experiences of traditionally prepared individuals. The state

requires sophomore and junior year experiences in clinical education at the elementary and secondary levels. The state mandates a one-semester, full-time student teaching experience in the senior year. Clinical faculty involved in the supervision of student teachers must have experience in elementary or secondary schools; must have had contact with teachers in the past two years; must be full-time or part-time faculty with expertise in the field they supervise; must be assigned teaching loads that take their supervisory responsibilities into account; and must spend every other week supervising. The state does not mandate training for cooperating teachers but does require that IHEs offer training for them.

Mentors for the alternate route program must have three years of teaching experience and credentials in the field they supervise. The Academy for the Advancement of Teaching and Learning is conducting a pilot project to train these support teams.

December 1990

NEW MEXICO

STANDARDS: New Mexico requires candidates to undergo entrance screenings and exit examinations for teacher preparation programs. IHEs must assess the basic skills of students before they enter teacher education programs, but the screening method varies. Candidates for a teaching credential must pass the core battery of the NTE (i.e., scores of 645 for general knowledge, 630 for professional knowledge, and 644 for communication skills) and complete an approved program. The subject matter NTE was dropped as a requirement in 1989.

A three-tier credentialing system has been in effect since July 1, 1989. Level 1 Licenses are for new teachers (or for those whose licenses have expired) and are valid for three years. Teachers must demonstrate six teaching competencies deemed essential by the state to earn Level 2 Licenses. These are valid for nine years and renewed with continued demonstration of the competencies. Level 3-A Licenses, also valid for nine years, are for exemplary instructors who not only have the above-mentioned competencies but also hold a master's degree, coordinate curriculum, and demonstrate appropriate administrative skills.

At the request of a district, waivers may be granted to allow individuals who do not have sufficient credit hours for a Level 1 License to teach for one year. The waiver may be renewed if the person completes nine credit hours toward an endorsement and if the district makes an additional request.

LICENSURE FOR SCHOOL ADMINISTRATORS: The Level 3-B License is required for principals, superintendents, and all other administrative personnel serving in grades K-12. To receive this credential individuals must: 1) hold a master's degree from a regionally accredited IHE (the work toward the master's must include an internship consisting of 180 clock hours to be completed either in an IHE's educational administration program or at the district); 2) hold a valid New Mexico Level 2 or 3 teaching license; 3) complete 18 semester hours of graduate educational administration credit; and 4) pass the NTE core battery and specialty area (see **STANDARDS** for cut scores). This license is valid for nine years and may be renewed if the individual continues to demonstrate appropriate skills.

STANDARDS BOARDS: The Professional Standards Commission (PSC) is an 18-member body that makes recommendations to the SBE. The PSC is responsible for developing standards for teacher education programs and credentialing. Its members also facilitate the program approval process. Stipulated by law, PSC membership includes five teachers, two administrators, one SCDE dean, one IHE instructor, one representative of a postsecondary institution, two special service personnel, four lay members, the state superintendent (or designated representative), and the state director of teacher education and certification. The PSC's Ethics Subcommittee is studying the recruitment and retention of minority educators (see **MINORITY TEACHER RECRUITMENT**) and the task force studying assessment in testing will present recommendations in late 1990.

ALTERNATIVE PREPARATION FOR LICENSURE: The state offers Alternative Licensure and Distinguished Scholar Licensure. Under Alternative Licensure, an individual with a bachelor's degree in an appropriate subject may teach in a district at its request. An individual, the district, and an IHE work together to create an educational plan for the individual's preparation for licensure. The individual receives a one-year Alternative License, teaches under supervision, and takes courses over a year to complete the program. The individual must pass the core battery of the NTE to receive a Level 1 License.

Through the Distinguished Scholar Program, individuals with special expertise in a field may be requested by a district to teach a specific course. Distinguished scholars must pass the NTE core battery by the end of the school year (although they are not required to complete any courses), undergo an evaluation by the district, and be renominated each year.

MINORITY TEACHER RECRUITMENT: The PSC's Ethics Subcommittee is studying how to recruit minorities into teaching and retain them as teachers. The subcommittee is expected to submit a report to the PSC in December 1990.

EARLY CHILDHOOD EDUCATION: Although an Office of Child Development was created, insufficient state appropriations have delayed its implementation. During the fall of 1990, the SDE will consider a proposal that would require educational assistants to be at least 18 years of age, hold a high school diploma or the equivalent, and complete an orientation session. The proposal describes three levels of licensure for educational assistants and specifies additional requirements at each level.

CLINICAL/FIELD EXPERIENCE: SCDEs determine the length and content of both clinical and field experiences with the intent of preparing students to meet the state requirements regarding teaching competencies. Student teaching is specifically required, although SCDEs determine the length of these programs.

December 1990

NEW YORK

STANDARDS: New York does not stipulate requirements for entrance into teacher education programs. To be licensed as either a teacher or as an administrator, a person must complete an approved program and attain the following scores on the NTE core battery tests: communication skills, 650; general knowledge, 649; professional knowledge, 646. The use of the NTE will be replaced in 1993 by a state-developed test of liberal arts and sciences. Starting September 1, 1993, individuals applying either for elementary or for secondary school licensure will be required to hold a bachelor's degree with a concentration in one of the liberal arts and sciences. In addition, as of January 1, 1991, all prospective teachers must have studied the problem of child abuse.

Currently, the state offers two forms of credentials. The Provisional Certificate requires a bachelor's degree and passage of the NTE, is valid for five years, and may not be renewed. The Permanent Certificate requires a master's degree and at least two years of teaching experience, and is valid for the life of the holder. (The state issues a Certificate of Qualification for persons who meet requirements for the Provisional Certificate but cannot find employment. This is valid for five years and can be converted into the Provisional Certificate when the individual finds employment and is therefore ready to begin work towards a master's degree.) As of September 1, 1993, individuals will be required to complete an internship instead of the two years of teaching experience in order to convert a Provisional Certificate to a Permanent Certificate. In addition, the applicant will be required to complete a test in the specialty area and an assessment of teaching skills.

Only when a district declares that there is no credentialed person to fill a position can a Temporary License be issued to a person with a bachelor's degree at a district's request. The license may be renewed up to three times depending on how much remediation the individual requires. The individual may carry no more than an 80 percent teaching load. The district, in turn, must release an experienced teacher to mentor the new teacher. By the beginning of the first semester of employment, the individual must be enrolled in a SCDE. All course requirements for a provisional credential must be completed within three years. This program is not considered an alternative route for licensure, as the district must demonstrate need for this person to renew the temporary license.

All candidates for licensure must complete a criminal background questionnaire. A bill that would require fingerprinting of all candidates did not pass in the 1990 legislative session but is expected to be re-introduced in a similar form during the 1991 legislative session.

LICENSURE FOR SCHOOL ADMINISTRATORS: Any individual in a building-level administrative or supervisory position must hold the generic School Administrator and Supervisor Certificate. To obtain the five-year Provisional credential, an individual must hold a baccalaureate degree, have 30 additional semester hours of graduate study (including 18 hours in school administration and supervision), and an approved administrative/supervisory internship under the supervision of a school administrator and an IHE

representative. (One year of satisfactory full-time experience in a school administrative or supervisory position may be substituted for the internship.) The individual must have three years of teaching, administrative, or supervisory experience in nursery school through grade 12. This may be converted to a Permanent Certificate if the holder completes a master's degree and two years of experience under the Provisional Certificate.

A School District Administrator Certificate may be obtained with a baccalaureate degree, 60 semester hours of graduate study (including 24 semester hours in school administration and supervision), and an approved administrative/supervisory internship under the supervision of a school administrator and an IHE representative. At the request of a board of education or board of cooperative educational services, the Commissioner of Education may grant such a credential to an individual who does not meet the requirements if that person demonstrates equivalent training and experience. Such a credential will be valid only in the district for which it is issued.

STANDARDS BOARDS: Appointed by the Board of Regents, the New York Teacher Education, Certification, and Practices Board (TECAP) advises the regents on licensure, program approval, and teacher practice. TECAP has 13 members: five elementary or secondary school teachers, one school superintendent, one school personnel administrator, five teacher education representatives, and one layperson or public representative. TECAP operates in an advisory capacity only; it does not have any final regulatory authority over teacher education policies. Recent projects of TECAP include the review of requirements for teachers in early childhood education and adult/community education, the consideration of teacher resource and computer training centers, and the fashioning of regulations for the internship programs to be required in 1993 (see STANDARDS). Legislation that would establish a professional standards board similar to other licensed professional boards in the state is pending.

The New York City Board of Examiners was abolished in 1990. Teachers in the New York City public schools must meet state licensing requirements starting in 1991. The teacher licensing board in the city of Buffalo may also be abolished in 1991.

ALTERNATIVE PREPARATION FOR LICENSURE: No state programs exist in this area.

MINORITY TEACHER RECRUITMENT: The New York Teacher Opportunity Corps Program, administered through the SDE Division of Postsecondary Equity and Access Programs, facilitates the recruitment, selection, and preparation of minority and economically disadvantaged students for the teaching profession. Through this program, IHEs offering approved programs may receive grants to enhance the preparation of teachers for at-risk students and to increase the number of prospective teachers of individuals from economically disadvantaged backgrounds or from groups historically underrepresented in teaching. IHEs receive grants averaging \$100,000; approximately 900 students are served at 16 IHEs in the state.

The Teacher Career Recruitment Clearinghouse, a job bank for teachers with a minority recruitment component (for the elementary and secondary

schools), is funded through an SDE revenue account. TCRC works to recruit underrepresented groups into teaching in New York.

EARLY CHILDHOOD EDUCATION: New York funds prekindergarten programs for four-year-olds as well as some coordinated early childhood education and day care programs. Currently, 130 districts throughout the state are funded to offer 2.5-to-three hour prekindergarten programs for four-year-olds. New York allocated \$47 million for 1990-1991. The state will fund up to 89 percent of a program; the district must contribute at least 11 percent of the funding. About 21,000 children are served. Eighty percent of the children in the programs must be at the poverty level i.e., eligible to receive free or reduced federal lunch. Each program must have six components: education, social services, health and nutrition, parent involvement (a parent advisory committee must be formed), a developmental continuity component (outreach into subsequent grades so that the children's progress is followed into kindergarten and the first grade), and staff development. The staff-to-student ratio is stipulated at one to eight; groups of 16 children and two adults are the norm. Teachers in such programs must hold the Elementary (nursery through grade six) credential. In addition, the old Giant Step program for prekindergarten children in New York City is now being coordinated with the New York State Prekindergarten Program. Finally, the state has distributed \$3 million to 12 programs that offer coordinated, full-day programs of preschool and day care.

A task force of the SDE is developing an early childhood credential. This is scheduled to be in place in late 1990 and is expected to encompass prekindergarten through grade 3. Currently, the Elementary credential authorizes a person to teach in nursery school through grade 6. Teaching assistants must have a high school diploma and must complete six hours of pedagogical study during their first year of work. They are then eligible for a continuing credential that is valid for as long as they are employed in the public schools.

CLINICAL/FIELD EXPERIENCE: IHEs are required to submit a program that includes student teaching. Although most SCDEs submit programs for state approval that include a semester of student teaching, no specific number of hours is required by the state.

December 1990

NORTH CAROLINA

STANDARDS: North Carolina uses GPA and part of the NTE as entrance requirements and the remaining test of the core battery as the exit requirement. To enter a teacher education program, candidates must have a 2.5 GPA in their undergraduate courses and must pass the general knowledge and communication skills tests of the NTE with scores of 641 and 643, respectively. The cut scores on these two NTE tests will be raised in July 1992 to 645 and 646, respectively. To exit a teacher education program, a person must pass the NTE professional knowledge exam with a score of 646. Individuals must also pass the pertinent NTE subject exam(s). In addition, SCDEs must report SAT scores for individuals who are recommended for credentialing. The SDE uses these data to develop a score profile.

The state offers two teaching credentials. Graduates of approved programs first receive an Initial Certificate. This credential is valid for two years, during which time the teacher is supported by a mentor or a support team in an induction program and is evaluated at least three times by them. After two years of successful teaching and with a recommendation from the supporting mentor or team, teachers receive a five-year, renewable Continuing Certificate. Individuals are required to renew this credential with 15 credit units (10 semester hours), five of which can be completed through teaching experience. Candidates licensed in other states who already possess two years of experience are only required to teach one year before receiving the continuing credential.

LICENSURE FOR SCHOOL ADMINISTRATORS: Principals, superintendents, and curriculum specialists must hold specified administrative credentials in North Carolina, including the Principal Certificate, the Superintendent Certificate, and the Curriculum Specialist Certificate. Credentials are issued at the two-year Initial level, during which time the individual must participate in an induction program, and the Continuing level, which must be renewed every five years with 15 credit units (five of which may be earned through continuous service). To qualify for the Principal Certificate, individuals must complete an approved school administration program and hold at least a master's degree. After July 1990, individuals must also pass the NTE in Educational Administration with a score of at least 560. To qualify for the Superintendent Certificate, individuals must complete an approved school administration program at the six year/specialist level and serve as an administrator for at least one year. These individuals must also pass the NTE in Educational Administration with a score of at least 560.

STANDARDS BOARDS: The Professional Practices Commission acts as an advisory body to the SBE on teacher preparation and credentialing. The Executive Committee of the SBE nominates and the SBE appoints the 14 members, which include seven teachers, three administrators, and four SCDE representatives (from two public and two private IHEs). The Commission is studying alternative preparation for licensure (see **ALTERNATIVE PREPARATION FOR LICENSURE**).

ALTERNATIVE PREPARATION FOR LICENSURE: North Carolina offers the Lateral Entry Program, whereby an individual who holds a bachelor's degree in an endorsement area and has a district employment contract may receive a provisional credential. The individual must participate in an induction project, be affiliated with an SCDE, and complete an approved teacher education program at the rate of six credit hours per year. The state requires candidates to pass the NTE subject exam before they are accepted into this route, and candidates must pass the professional knowledge test after they complete their SCDE program and before they are granted a regular credential.

In 1989, SB 2 passed in the legislature. This bill allows local systems to set up their own ways to improve student achievement, including waiving state level policies and procedures if they "...inhibit the local unit's ability to reach its local accountability goals." Each school system has presented the DPI with a plan for improving student achievement. There have been several requests for the relaxation of certain credentialing requirements; many have been approved with the stipulation that individuals become credentialed through the proposed Modified/Alternative Procedure for Lateral Entry. This proposal will be considered by the SBE in January 1991 and would permit LEAs to recommend candidates for full credentialing, a process that is currently an IHE responsibility.

MINORITY TEACHER RECRUITMENT: North Carolina sponsors a minority teacher recruitment program at the junior and senior high school levels and gives priority to minority candidates for a forgivable scholarship/loan program. "Project Teach" encourages students to consider a career in teaching through organized programs involving parents as well as students from the seventh grade through the high school. Although the Prospective Teacher Scholarships and the Teaching Fellows Program are not geared specifically for minorities, the DPI is required to place a special emphasis on minorities in granting awards under these programs. The Prospective Teacher Program awards scholarships of \$2,000 per year for up to four years for individuals in approved teacher education programs. The Teaching Fellows Program awards \$5,000 per year for individuals in approved teacher education programs. These scholarships are forgiven on a year-for-year basis if the student teaches in North Carolina.

EARLY CHILDHOOD EDUCATION: The state offers an Elementary Certificate for kindergarten through grade six and a prekindergarten endorsement that attaches to either an elementary or a home economics credential. The latter was instituted in anticipation of state movement into early childhood programming. Currently, the state does not fund prekindergarten programs, although some pilot programs are funded by the federal government and private foundations.

CLINICAL/FIELD EXPERIENCE: The state operates under a program approval basis and requires early and continuous field experiences prior to student teaching. Clinical faculty must be licensed teachers and must be instructing in an area in which they are licensed. The state requires 10 weeks of full-time student teaching experience in the appropriate grade and school setting. Cooperating teachers must complete forms indicating that the student teachers they supervise have successfully completed student

teaching. The state does not require particular training or experience of the cooperating teacher; however, an optional mentor credential is available. To earn the credential, teachers complete training offered by the state on effective teaching mentor support teams, and appraising performance and complete one year of successful mentor experience. Teachers must pay for this credential and do not receive any benefits for holding it.

December 1990

NORTH DAKOTA

STANDARDS: To enter a teacher education program in North Dakota, a person must have a 2.5 GPA on prior undergraduate work. IHEs also must screen applicants for competence in basic skills with a standardized basic skills test of the IHE's choice. To exit a teacher education program and be eligible for a license, students must have a 2.5 GPA, student teaching experience at the appropriate level and in their area, and three recommendations (two from the faculty and one from the cooperating teacher). A person must also complete two semester hours of course work in North Dakota Native American studies.

Teachers are initially issued the Two-Year Certificate. Teachers new to the state are issued a Two-Year Certificate but must complete course work in Native American studies during the two years. The credential is renewable if a person teaches at least 18 months in North Dakota. With the 18 months of teaching experience, an individual may apply for the Five-Year Certificate. This credential may be renewed if the person holding it teaches for at least 30 days under contract and completes four semester hours of college credit. (Thirty days was chosen because some kindergarten programs in remote areas are six-week [30-day] programs.)

School districts may apply for an emergency credential if no qualified teachers are available to fill a slot. This credential may be issued for up to one school year. The individual must take eight semester hours of professional education courses after teaching under the emergency credential to be considered again for an emergency position. The district must reapply for an emergency credential every year after August 15 and must verify that no licensed applicant was found for the slot.

LICENSURE FOR SCHOOL ADMINISTRATORS: All school administrators in North Dakota must hold an administrative license. The state offers the Elementary and Secondary Principal's Credential and the Administrative Credential for superintendents. North Dakota has three levels of preparation for elementary and secondary principals, depending on whether they will work in a small, medium, or large school. These levels dictate both education and experience requirements. The academic preparation required ranges from at least 8 semester or 12 quarter credits to a master's degree in school administration; the experiential requirements range from two to four years of successful teaching or administration experience at the appropriate level.

The initial credential at any level of preparation is issued for two years. With two years of successful experience, the credential is renewed for five years. Each five-year renewal requires either: 1) two semester (or three quarter) hours of administrative courses and attendance at six DPI-approved workshops and conferences; or 2) four semester (or six quarter) hours of administrative courses.

To obtain the Administrative Credential required of superintendents, individuals must: 1) hold a valid North Dakota teaching credential; 2) complete a master's degree program in educational administration or in an allied field (including 20 semester or 30 quarter hours of courses in educational administration); and 3) have at least four year of teaching

experience, which must include at least two years of experience as a principal, a central office administrator in an accredited school, or an administrator of a nonaccredited school with a twelve-year program. The initial credential is issued for one year. With successful service, the credential may be renewed for five years. Further renewals will require either: 1) a minimum of four semester hours of graduate study in education, two semester hours of which must be in administration; or 2) two semester hours of graduate study in administration and attendance at six or more conferences of workshops approved by the DPI.

STANDARDS BOARDS: The nine-member Teachers Professional Practices Commission (TPPC) is appointed by the governor and is composed of four teachers, two administrators, two school board members, and one nominee from the SBE. The four responsibilities of the TPPC are to establish a code of ethics, to investigate unethical conduct, to recommend standards for licensure, and to make recommendations on staff development to the state superintendent. Final authority on these matters rests with the state superintendent. The TPPC continues to study a preschool license.

ALTERNATIVE PREPARATION FOR LICENSURE: No state programs were reported in this area.

MINORITY TEACHER RECRUITMENT: No state programs were reported in this area.

EARLY CHILDHOOD EDUCATION: State preschool services are confined to services for special education students. There is a Kindergarten credential.

CLINICAL/FIELD EXPERIENCE: The 1976 regulations for licensure and the 1987 teacher education program approval standards require "classroom professional experience prior to student teaching" and 10 weeks of full-time student teaching. SCDEs determine the length and content of the former. Clinical faculty must have teaching experience in the level that they supervise. Cooperating teachers must have three years of teaching experience and must take a two-semester course on supervising student teachers. This course is offered at the SCDEs but is not free of charge. The Board of Higher Education has authorized public IHEs to pay cooperating teachers \$128; however, the state does not require any compensation.

December 1990

OHIO

STANDARDS: Current standards require IHEs to assess those entering teacher education programs in oral and written communication, mathematics, academic aptitude and achievement. IHEs are also required to assess the entering candidate's motivation and interpersonal skills using a method that is free of cultural bias and that diagnoses and selects needs to be addressed. To receive a teaching license, candidates must attain scores on the NTE of at least 642 in general knowledge and 642 in professional knowledge. They must also attain the appropriate cut score on the pertinent NTE subject exam. These cut scores are under review by the SBE.

Ohio awards three types of teaching licenses: the Provisional Certificate, the Professional Certificate, and the Permanent Certificate. The Provisional Certificate, valid for four years, is the first credential granted. To earn the eight-year Professional Certificate, individuals must complete an entry year, three years of satisfactory teaching experience under the Provisional Certificate, and 30 semester hours of courses beyond those required for the initial credential. These courses may be taken in the person's subject area or in pedagogy. To earn the Permanent Certificate, individuals must hold a master's degree with a minimum of 12 semester hours earned since the eight-year Professional Certificate was granted, and have five years of experience teaching under the Professional Certificate. Both the Provisional and the Professional credentials can be renewed with the completion of a specified number of hours of college courses or CEUs. Teachers must accumulate college credits to gain a higher credential.

When a district has posted a position with the SDE for two weeks and has not been able to find a suitable candidate, it may request the SDE to issue a Temporary Teaching Certificate to individuals who presently hold a valid teaching credential without the pertinent area certification. Eligibility requires a certain number of courses in the area requested; for example, 20 semester hours are required to teach a secondary level subject. Such temporary credentials are available for elementary, secondary, education of the handicapped, and adult education teachers. This one-year credential may be renewed with six semester hours of courses leading to credentialing in one of these areas.

LICENSURE FOR SCHOOL ADMINISTRATORS: Administrators in Ohio must hold one of several specific credentials, including principals, superintendents, pupil personnel administrators, supervisors, and educational administrative specialists.

Ohio offers the Elementary (K-8) Principal, the Middle Grade (grades 4 through 9) Principal, and the Secondary (7-12) Principal Certificate. The four-year Provisional Principal Certificate requires: 1) successful completion of an approved master's degree program including 45 semester hours distributed over administration, curriculum and instructional leadership, and foundations; 2) successful completion of an SBE-prescribed examination; 3) a recommendation from the dean or head of teacher education from an approved institution; and 4) three years of teaching experience, of which two years must be in the grades appropriate to the credential. The

SBE-prescribed examination is the NTE Education Administration Personnel Test (cut score 500). A Provisional Principal Certificate can be converted to a Professional Principal Certificate with the completion of an entry-year program, three years of satisfactory experience under the credential, and satisfactory completion of six semester hours of courses in the licensure field. To initially renew the eight-year Professional Certificate, individuals must have successful experience under the Professional Certificate and have completed 12 semester hours of graduate coursework or 36 Ohio SDE-approved CEUs. For each year of satisfactory experience under the Professional credential, renewal requirements will be reduced by one semester hour or three CEUs. To earn the Permanent Certificate, individuals must have a master's degree with a minimum of 12 semester hours earned since the eight-year Professional Certificate was granted and five years of experience teaching under the Professional Certificate.

The Provisional Superintendent Certificate (which requires completion of an approved program including 60 semester hours in administration, curriculum and instructional leadership, and foundations) and the Provisional Assistant Superintendent Certificate (which requires completion of an approved program including 45 semester hours distributed in like manner) share the requirements of successful completion of an SBE-prescribed examination, recommendation from the dean or head of teacher education at an approved IHE, and three years of experience in an administrative or supervisory position under a standard credential. They are converted to Professional and Permanent Certificates in the same manner as the Principal Certificates.

Other administrative credentials include the Provisional Pupil Personnel Certificate, Supervisor Certificate, and Educational Administrative Specialist Certificate. An alternative preparation program for administrator licensure is under discussion.

STANDARDS BOARDS: The Teacher Education and Certification Advisory Commission is appointed by the SBE to advise it on teacher preparation and certification. The commission has 21 members and must include eight teachers (one must be special education, one must be vocational education, one must be from a private K-12 school), two principals, one superintendent, one supervisor, one LEA board member, six IHE representatives (two college presidents, two deans, and two faculty members, one of each representing a public institution and one of each representing a private institution), one teacher education student, and one lay member.

ALTERNATIVE PREPARATION FOR LICENSURE: Ohio permits individuals without regular teaching credentials to teach at the secondary level if they complete an Internship Certification Program. Districts may be approved to offer these programs. To participate, individuals must hold a bachelor's degree with a major in a high school (grades seven through 12) subject area and must pass the NTE exams in general knowledge and the subject area to be taught. The program must be submitted by the district to the SBE for approval; and the district is required to work cooperatively with an IHE in developing parts of the plan. Individuals must complete at least six semester hours of courses in the principles and practices of teaching before he or she may obtain an Internship Certificate. They then teach for two years under the direct supervision of a mentor, take another 12 hours of

professional education courses, and are evaluated by a mentor to qualify for a Provisional Certificate. The professional knowledge test of the NTE is also required at this time.

Individuals who already hold a valid credential may serve in positions outside of their certified area through the Temporary Teaching Certificate (see STANDARDS).

MINORITY TEACHER RECRUITMENT: State standards require teacher education programs to have plans for multicultural recruitment. In addition, 10 percent of the funds from the Ohio Teacher Education Loan Program are set aside for minority candidates. Through this program, minority candidates may receive a maximum of up to \$5,000 per year, with a maximum of \$15,000, for tuition and instructional costs. The state forgives 20 percent of a loan for each year of teaching in a designated subject area and 25 percent of a loan for each year of teaching in a designated geographic area. The Board of Regents is working with the Ford Foundation at five IHEs to implement minority teacher recruitment programs, to start in 1990-91 school year.

EARLY CHILDHOOD EDUCATION: Ohio offers grants for districts to create or expand both day care and preschool programs. Districts can compete for \$6,000 grants to run day care programs for one year if they agree to continue to fund the program after that year. (These programs are to be patterned after state-developed models, one of which is a preschool model.) Grants of \$125,000 are available to develop new preschool programs in public schools or to expand and improve existing ones. For 1990-91, \$13.7 million is budgeted for such comprehensive programs. Priority for entrance into these programs goes to those three- and four-year-old children whose families would qualify for free or reduced-cost lunches. Staff-student ratio for the programs is 1:12 ratio for three-year-olds (group maximum of 24) and 1:14 for four-year-olds (group maximum of 28). The duration of the program is to be locally-determined. In addition, the state will supplement Head Start funding with \$13.7 million in 1990-91.

Ohio offers a Pre-Kindergarten Provisional Certificate for those who have a bachelor's degree and have completed an approved course of study in early childhood education. The Pre-Kindergarten Provisional Certificate may be converted to a Professional credential (see STANDARDS). There is also a Pre-Kindergarten validation (endorsement) which may be attached to an elementary credential; both the Certificate and the endorsement cover ages three through five. Individuals teaching in the public preschools must hold Pre-Kindergarten credentials by 1993. The state also offers a Pre-Kindergarten Associate Certificate for those who have completed an approved Early Childhood Associate program.

A Non-Teaching Educational Aide Certificate is required for all who assist in the classroom. These certificates require a high school diploma or equivalent; and individuals holding such a credential must be willing to participate in inservice training, to be provided by the district.

CLINICAL/FIELD EXPERIENCE: Students in teacher education must complete 300 hours of clinical and field experiences before they begin student teaching. Individuals must spend one-half of these hours working in the subject in which they would like to teach. Field experiences should take place as part

of these 300 hours and are to take place in culturally, racially, and socioeconomically diverse settings. Ten additional weeks of student teaching are required. Cooperating teachers must have at least three years of classroom experience. The SCDE is required to provide a professional development program for faculty and cooperating teachers involved in clinical and field experiences.

December 1990

OKLAHOMA

STANDARDS: Oklahoma specifies entrance and exit requirements for teacher preparation programs. To be admitted to a teacher education program, a person must have at least a 2.5 GPA in undergraduate work and demonstrate proficiency in reading, writing, and verbal communications on the P-PST. (Cut scores are not stipulated.) Individuals must maintain a 2.5 GPA throughout the program. After passing the Oklahoma Teacher Certification Testing Program (which consists of subject examinations) and completing an approved teacher education program, the teacher candidate is eligible for a Teaching License.

Under that credential, individuals take part in an induction-year program, where they are monitored and supported by a mentoring committee. After a year of teaching and with a recommendation from committee members, the candidates are then eligible for a Standard Certificate, valid for five years (and renewable with at least three years of teaching during the validity of the credential), or a Provisional Level I or II Certificate as recommended by the IHE.

A district may request the issuance of an Emergency Certificate if a qualified and licensed individual is not available to fill a teaching position. Individuals teaching under this credential must hold a bachelor's degree. This credential is valid until June 30 of the school year. The credential is not renewable, although it may be reissued if individuals take nine credit hours toward regular licensure in the field.

LICENSURE FOR SCHOOL ADMINISTRATORS: In Oklahoma, administrators must hold the Elementary School Principal Certificate, the Secondary School Certificate, or the School Superintendent Certificate, as appropriate. For the Provisional Elementary or Secondary Principal Certificates, applicants must: 1) have two years of teaching experience (for the elementary credential, the experience must be in an elementary or middle school; for the secondary credential, the experience must be in a middle, junior high, or high school); 2) must hold and maintain a valid Oklahoma teaching credential at the appropriate level; 3) hold a master's degree; 4) complete a minimum of 18 semester hours of graduate coursework in educational administration acceptable in satisfying the requirements for the Standard Principal Certificates; and 5) pass the Oklahoma Teacher Certification Testing Program test for elementary or secondary principals, as appropriate. This provisional credential is valid for two years and is renewable one time with the completion of nine credit hours. Then, the individual must be eligible for the Standard Principal Certificate.

To obtain the Standard Elementary or Secondary Principal Certificate, an individual must: 1) have two years of teaching experience in an accredited school at the appropriate level; 2) hold and maintain a valid Oklahoma Standard or Provisional teaching Certificate in an appropriate area; 3) hold a master's degree; and 4) complete an approved graduate program in educational administration, including 16 semester hours of post-master's work in school administration. The Standard Certificate is valid for five years and may be renewed with at least three out of five years of experience during the validity of the credential.

To obtain the Provisional School Superintendent Certificate, individuals must: 1) have two years of teaching experience and one year of supervisory or administrative experience in an accredited school; 2) hold and maintain a valid Oklahoma teaching credential or specialist (e.g., Library-Media or Speech--Language Pathology) credential; 3) complete a minimum of 24 graduate semester hours in educational administration that is acceptable in satisfying the requirements for the Standard credential; 4) hold a master's degree; and 5) pass the Oklahoma Teacher Certification Testing Program test for School Superintendent. Once they receive the Provisional Certificate, all superintendents must attend a one-week summer training seminar at the SDE before beginning their first year of employment as a district superintendent. Superintendents must also attend three seminars for two days each during the school year at the SDE during that first year. In addition to meeting all requirements for the Provisional credential, individuals who wish to obtain the Standard School Superintendent Certificate must have an additional year of supervisory or administrative experience and complete an approved graduate program in educational administration, including 30 semester hours of graduate credit beyond the master's degree at the sixth-year level. This credential is valid for five years and may be renewed with at least three years of experience during the validity of the credential.

STANDARDS BOARDS: The Professional Standards Board (PSB) advises the SBE on professional standards, licensing, and certification. There are 35 PSB members: the state superintendent (or that person's designee), the chancellor of higher education (or designee), the director of teacher education and certification, the director of vocational education (or designee), 11 classroom teachers, two elementary and two secondary principals, two superintendents, two private IHE representatives, four public IHE representatives, two comprehensive university representatives, three members who are not educators, one public school counselor, one public school nurse, and one member of the Oklahoma Federation Council of Exceptional Children. As a result of HB 1017, education reform legislation passed in 1990, several committees of the PSB have convened to study such issues as reciprocity and the preparation of teachers for the 21st century. The committees will report their findings in January 1991.

ALTERNATIVE PREPARATION FOR LICENSURE: There are two routes of alternative preparation for licensure, the Alternative Certification Program (1990) and the Alternative Certification Plan (1987). The Alternative Certification Program is for those who wish to become licensed secondary school teachers. Individuals with a bachelor's degree and five years of work experience in the fields of mathematics, science, or foreign languages and a contract from an employing district are eligible to participate in this program. (Individuals who have been denied admittance to an approved teacher education program or who have entered such a program and have failed to meet standard certification requirements may not participate in this program.) Participants must pass the Oklahoma subject exam in their field and enroll in a teacher preparation program. They must then complete (or enroll in) six semester hours of courses. At that point, they may teach under the Certificate of Qualification for two years but must complete 10 semester hours of professional education to earn the Provisional Level I certificate

during the third year, 14 semester hours of professional education in order to earn the Provisional Level II Certificate during the fourth year, and, in total, 18 semester hours of professional education to earn the Standard Certificate in the fifth year. Candidates must complete the program within five years. Although program participants are exempt from pre-student teaching and student teaching requirements per se, they are granted the Provisional Certificate and are required to participate in the Entry-Year Assistance Program. The 18 hours of courses must include at least two semester hours in the education of the exceptional child.

The Alternative Certification Plan, established in 1988, allows an individual with: 1) a bachelor's degree (the courses for which must have included 24 hours of courses in a state-defined critical shortage area); 2) passing scores on the Oklahoma Teacher Certification Test in the field for which certification is sought; and 3) an LEA employment contract to be given a one-year, renewable Emergency Certificate. The individual must be admitted to an IHE and must develop a plan for meeting the standard requirements for a credential within five years. (Program participants complete their plans in varying amounts of time.) This plan should include nine semester hours of professional education and four semester hours of supervised teaching during the first year in addition to participation in the Entry-Year Assistance Program.

MINORITY TEACHER RECRUITMENT: The Oklahoma State Regents for Higher Education offers the Oklahoma Future Teachers Scholarship Program, an incentive scholarship program that awards up to \$1,500 per year (for up to three years) to cover tuition, fees, books, and materials for individuals in teacher preparation programs. To be eligible, individuals must: 1) be residents of Oklahoma who rank in the top 15 percent of their high school class (as calculated for the class as a whole or for each of the following subdivisions of the student population: Black, Native American, Hispanic, and Asian); 2) score at or above the 85th percentile on the ACT or other battery of tests (provided that the top 15 percent be calculated for the class as a whole and for the following subdivisions of the student population: Black, Native American, Hispanic, and Asian); and 3) be eligible for admission to, or have made satisfactory progress in, an associate degree in arts or sciences (at an accredited IHE offering the associate degree program for a transfer to an upper division program or a baccalaureate program in teacher education). Students in fifth-year programs are eligible for this scholarship only if they are working toward licensure in a critical shortage area or toward counseling. Priority will be given to full-time students.

HB 1017 includes a provision to establish a minority teacher recruitment center. That center will have three missions: 1) to enhance the teaching profession by establishing a teacher cadet program for high school and junior high school students; 2) to implement statewide standards for effective multicultural teacher training; and 3) to recruit, retain, and place minority teachers across Oklahoma, especially in subjects without enough teachers. The center has selected staff members.

EARLY CHILDHOOD EDUCATION: In Oklahoma, school districts and early childhood centers may voluntarily offer half-day early childhood programs. Half-day preschool programs for four-year-olds are available for four days

per week; parent education is offered on the fifth day. Children who qualify for Head Start are served first, then other children. Regulations require that programs implement a process to provide continuity between the early childhood program and the kindergarten program and maintain a staff-to-student ratio of 1 to 10.

HB 1017 stipulates that all four-year-olds are entitled to attend public preschool programs if these are offered in their district. The law also requires that by 1993, all teachers in such programs must be fully credentialed. Oklahoma offers an early childhood license for nursery school through grade 3. Currently, the elementary license authorizes individuals to teach nursery school through grade 8, and some preschool teachers hold this credential. However, by 1993, all teachers in these programs must hold the early childhood license.

CLINICAL/FIELD EXPERIENCE: Individuals must complete a minimum of 45 sequential clock hours of clinical experience in the elementary, middle, and secondary levels. (Those who wish to be licensed in early childhood education must also have experience in all levels.) Student teaching must last a minimum of 12 weeks. Clinical faculty must have had some public school teaching experience. The individual districts determine selection and training requirements for cooperating teachers. One committee of the PSB is reviewing clinical professional development and will have a report completed in early 1991.

December 1990

OREGON

STANDARDS: Two types of teacher preparation programs exist in Oregon. The Division 15 program is a four-year program that leads to a basic license. The Division 16 program is a fifth-year program in a teaching specialty area that the candidate takes after a four-year program that did not include pedagogy. Fifth-year programs are recommended to be 12 months in duration. For Division 15 programs, IHEs must establish performance requirements for admission, including minimum competencies in oral and written communication and computation. For Division 16 programs, program applicants must receive a composite score of 123 on the CBEST; no individual score may be below a 37. Applicants must also 1) hold a bachelor's degree with a cumulative GPA that qualifies for admission to graduate programs at the preparing institution, 2) present recommendations, and 3) provide evidence of good moral character. Division 16 students must also pass the relevant NTE subject exams prior to initial licensure.

Exit requirements for the Division 15 program include the aforementioned CBEST scores. Beginning in 1993, NTE subject and professional knowledge exams will be required for Division 15 program participants; currently, they are only required of Division 16 program participants as described above. Division 16 exit requirements include a cumulative GPA that qualifies one for a graduate degree at the IHE; a score of at least 661 on the NTE professional knowledge test; two (changed from three in 1990) samples of work from student teaching that illustrate the candidate's ability to foster students' learning (see **CLINICAL/FIELD**); satisfactory performance in field-based activities and student teaching; and compliance with TSPC-identified ethical standards.

In May 1990, the Teacher Standards and Practices Commission adopted a temporary administrative rule suspending requirement of the CBEST and the NTE communication skills and general knowledge tests for Division 16 programs. In November 1990, the CBEST was reinstated as an exit requirement, although candidates may now also use the NTE general knowledge and communication skills test in lieu of the CBEST. At that November meeting, the TSPC also decided to accept transfer-level courses approved by the TSPC in lieu of tests and exemptions from the CBEST requirement for out-of-state educators who can document five years of public school employment in credentialed positions and Oregon educators who apply for a different credential.

The state grants Basic and Standard Certificates. The Basic Certificate requires a bachelor's degree from an approved program. It is valid for three years and may be renewed if a teacher has completed at least half of a fifth-year program. To receive a Standard Certificate, a person must complete a fifth-year program and three years of successful teaching in Oregon public schools. The credential must be renewed every five years, and the person must teach one year out of those five years. The state also grants a special credential if a person has completed all but 12 quarter hours or less of the hours required for the initial credential. In order for the individual to obtain this special credential, the individual and the district must submit a joint application.

LICENSURE FOR SCHOOL ADMINISTRATORS: All administrators in Oregon must hold the Basic and Standard Administrative Certificate with the appropriate endorsements, which include those for the Basic Administrator and the Basic Superintendent. Both Basic endorsements require applicants to pass the CBEST or the NTE exams for communication skills and general knowledge. Moreover, effective January 1993, all courses in the basic and standard endorsement programs for both the administrator and superintendent endorsements must be in post-master's degree credit.

To obtain the Basic Administrator endorsement on a Basic Administrative Certificate, individuals must: 1) hold a master's degree from an approved IHE; 2) have completed 12 quarter hours of graduate preparation designed to develop competence in management, evaluation, and improvement of instruction to meet school district objectives; supervision, professional development, and evaluation of personnel; Oregon school law; and planning, preparation, and implementation of instructional budgets; and 3) have completed five quarter hours of a supervised practicum or internship in an administrative role. This credential is valid for three years and may be renewed two times with nine quarter hours of graduate credit.

To receive the Standard Administrative Certificate with the Standard Administrator Endorsement, individuals must: 1) have three years of successful administrative experience and 2) have completed 18 graduate quarter hours in school administration beyond the requirements for the basic credential, including work in the teaching-learning process; curriculum development and implementation; school-community relationships; research, evaluation, and goal-setting; and communications. (Eighteen quarter hours of the Basic and Standard Administrator Endorsement program must be completed at the post-master's level.) The Basic and Standard credentials are valid for five years and may be renewed with either one year of administrative experience or with nine quarter hours that are appropriate to the credential.

Applicants for the Basic Superintendent Endorsement must: 1) have completed a master's degree from an approved IHE; 2) have completed 18 quarter hours of graduate preparation designed to develop competence in development, evaluation, and improvement of education programs to meet school district objectives; establishing and implementing personnel policies; negotiation and administration; Oregon school law; planning, preparation, and management of school budgets; and school, board, and community relations; and 3) have completed six quarter hours of a supervised practicum or internship in an administrative role. This credential is valid for three years and may be renewed two times with nine quarter hours of graduate credit. To obtain the Standard Superintendent Endorsement on a Standard Administrative Certificate, individuals must: 1) have three years of administrative experience in Oregon schools and 2) have completed 24 graduate quarter hours in school administration, including work in the teaching-learning process; planning and maintaining school facilities; policy development and implementation; research, evaluation, and goal-setting; and communications (Twenty-four quarter hours of the Basic and Standard Superintendent Endorsement program must be completed at the post-master's level.) Requirements for renewal of this credential are identical to those for the Standard Administrator Endorsement.

A Certificate of Accomplishment may be issued by the TSPC on joint application by a prospective administrator and a school superintendent (or

school board chairperson if the applicant seeks the credential for the superintendency) if it determines that the individual has professional skills that have been developed through professional experiences other than teaching. The TSPC will consider the individual's background and qualifications for this credential, which allows the candidate to serve in an administrative position for two years. The candidate must pass the CBEST prior to applying for this two-year, non-renewable credential.

STANDARDS BOARDS: The Teacher Standards and Practices Commission (TSPC) is an autonomous body appointed by the governor to set administrative rules on credentialing, teacher education, approval of preparation programs, and discipline of educational personnel. The TSPC also oversees employment practices (i.e., it ensures that districts hire credentialled teachers and that those teachers are assigned to the appropriate grade level or subject area). The TSPC possesses final regulatory authority over all matters under its jurisdiction. The TSPC's 17 members include eight teachers, two principals, two superintendents, one local board member, two laypersons, and two SCDE representatives (one from a public institution and one from a private institution). The TSPC has adopted changes to make four- and five-year teacher education programs consistent with each other.

ALTERNATIVE PREPARATION FOR LICENSURE: The alternate route to licensure is limited to areas in which the TSPC identifies a shortage of teachers. Oregon offers interim credentials to individuals with liberal arts bachelor's degrees if they pass the NTE subject exam in the TSPC-designated shortage area. For 1990-1991, the TSPC has determined that it has a shortage of teachers for the handicapped learner, the severely handicapped learner, the hearing impaired, the speech impaired, and the visually impaired. To be eligible, candidates must not have previously been enrolled in a teacher preparation program or held a teaching credential. This credential is valid for one year and may be renewed twice. On the third renewal, the individual can obtain the Basic Certificate with the passage of the NTE professional knowledge exam and with an offer of tenure by the employing district. The employing district must cosponsor individuals' applications for the Basic Certificate and is responsible for designing professional development plans for them.

MINORITY TEACHER RECRUITMENT: Teacher education students in the upper 20 percent of their respective classes are eligible for a special forgivable loan program. The state will award the student \$3,000 per year and forgives one year of loan received for every year of teaching in Oregon. Minority status is a priority in the selection of applicants, as is willingness to teach in a shortage area.

EARLY CHILDHOOD EDUCATION: The Oregon Prekindergarten Program is patterned after the federal Head Start program. This comprehensive program serves 919 low-income three- and four-year-olds and is funded for 1990-1991 at \$3,568,236. This effort consists of half-day, comprehensive programs sponsored by different groups across the state, some in connection with federal Head Start programs. Between Head Start and the Oregon Prekindergarten Program, approximately 23 percent of the state's eligible low-income children are served. When the programs are operated within

public schools, teachers must be licensed; otherwise, teachers must have a background in early childhood education but are not required to be licensed (although a bachelor's degree is suggested). The state is in the process of creating an Early Childhood Endorsement, which would authorize individuals to teach children from age three to grade three.

For the past two years, the state has also offered a pilot program called Together For Children. Funded at \$565,000 for 1990-1991, this program is similar to the New Parent as Teachers Program (see MISSOURI state entry). Although the program is targeted for low-income families, its three sites are open to all families with prekindergarten-age children. The sites offer a variety of activities, including support groups, classes, home visits, and play groups. Approximately 360 families (and over 500 parents) participate in this pilot program.

CLINICAL/FIELD EXPERIENCE: Students in Division 15 and 16 programs must have an observation experience before student teaching. Currently, the state mandates a 15-week practicum that includes nine weeks of full-time student teaching for Division 15 students and six weeks of full-time student teaching for Division 16 students; however, in 1993, Division 16 students will also be required to complete nine weeks of full-time student teaching as part of that 15-week experience. Students are assessed on work samples from this experience. Students in both divisions must submit two work samples.

Clinical faculty are assessed by the IHEs on their background and their experience in public schools. They must be experienced in the field in which they will serve as clinical faculty. Cooperating teachers must possess an Oregon Basic Certificate or Standard Certificate and have three years of successful experience. Cooperating teachers must be trained by the IHE and the district. There is no state requirement to compensate cooperating teachers, although all SCDEs provide some kind of honorarium, about \$150.

December 1990

PENNSYLVANIA

STANDARDS: Pennsylvania permits IHEs to determine entrance and exit requirements for teacher preparation programs. Individuals seeking to earn the Instructional I Certificate must complete an approved teacher preparation program, be recommended by the preparing IHE, hold a baccalaureate degree, and attain the following scores on the NTE core battery test: professional knowledge, 643; general knowledge, 644; communication skills, 646. Pennsylvania has switched from state-developed exams to the NTE because the state "exports" many teachers to states that require the NTE. Individuals must also pass a subject exam in their area.

The Instructional I Certificate is a nonrenewable credential and is valid for six years. To be eligible for the lifetime Instructional II Certificate, individuals must complete an induction program, 24 postbaccalaureate credits, and three years of successful teaching. Instructional II Certificate holders who received their Instructional I credential after June 1, 1987 must complete a professional development plan every five years until they complete a master's degree. When they receive a master's degree, the Instructional II becomes a lifetime credential. In 1991, the SBE will appoint a committee to review licensure regulations.

The state issues Emergency Certificates when a district verifies that it has not been able to find a credentialed teacher. These one-year credentials are not renewable unless individuals complete education requirements during the first year and are working towards full licensure.

Before they are employed, teachers undergo an FBI/Pennsylvania state police criminal background check.

LICENSURE FOR SCHOOL ADMINISTRATORS: The state issues a specific credential for school principals; however, because a superintendent is considered to be a commissioned officer of the state of Pennsylvania, superintendents do not hold a credential but are commissioned. Nevertheless, both principals and superintendents must meet particular requirements.

School principals must hold either an Elementary or Secondary Principal's Certificate. To obtain these credentials, individuals must complete an appropriate approved program and five years of teaching experience, three of which must be at the same level as the credential. These credentials are valid for a lifetime. Currently, individuals only need to complete additional courses if they have not completed a master's degree program.

Individuals who wish to become superintendents must first meet the requirements for obtaining a Letter of Eligibility. Possession of this document allows individuals to search for superintendent positions. To obtain it, individuals must have six years of successful service under a teaching or administrative credential, at least three years of which must have been in a supervisory or administrative position. Once individuals find employment, they receive a commission, which authorizes them to serve as superintendent and is valid for as long as they serve. Every five years, superintendents and principals are required to complete six credits of professional development.

Other credentials available in the state include Supervisory Certificates, Supervisor of Comprehensive Vocational Education Certificates, Educational Specialist Certificates, and Vocational Administrative Director Certificates.

STANDARDS BOARDS: The Professional Standards and Practices Commission underwent a sunset review and was reorganized in 1989. The group now consists of 13 members: seven teachers, three basic education administrators, one IHE representative from a teacher preparation program, and two laypersons (one of whom must be an elected local board member). They advise the SBE on matters relating to teacher education, certification, and licensure. In addition, the commission also develops and enforces standards for the professional conduct of teachers. The governor selects the members and the senate approves them.

ALTERNATIVE PREPARATION FOR LICENSURE: Approximately 40 SCDEs are approved to conduct the Teacher Intern Program. Through this program, a person with a bachelor's degree who passes the NTE communication skills, general knowledge, and specialty area tests may be hired as a full-time teacher provided that the individual is already enrolled in a teacher preparation program. The individual receives a Letter of Intern Candidacy and is then permitted to find a teaching position. When individuals secure a position, they receive an Intern Certificate. This is valid for three calendar years and may not be renewed. During the time individuals are teaching, they must complete a program developed for them by the SCDE. The SCDE must provide supervision and support as necessary. After they complete the teacher preparation program and pass the core battery and subject exams, individuals are eligible for an Instructional I Certificate.

MINORITY TEACHER RECRUITMENT: No state programs were reported in this area.

EARLY CHILDHOOD EDUCATION: Although the state does not specifically sponsor prekindergarten programs, it does permit districts to include four-year-olds in kindergarten programs. Eighteen districts have "K4s," or kindergartens with four-year-olds. Most are half-day programs, although some are full-day. The state also sponsors about 14 school-affiliated child care projects. An early childhood credential is offered in the state. This "stand-alone" credential authorizes a person to teach nursery school through grade 3.

CLINICAL/FIELD EXPERIENCE: Pennsylvania requires candidates to have a clinical experience during their first year in a teacher preparation program. The state also requires candidates to have 12 weeks of student teaching. SCDEs are responsible for assessing both experiences. The cooperating teacher must have three years of successful teaching and the clinical faculty must have experience in a public school at the grade level that candidates are preparing to teach. Cooperating teachers must be trained by the SCDE. While the state does not require compensation for cooperating teachers, the state IHE system does.

December 1990

RHODE ISLAND

STANDARDS: Entrance and exit criteria were adopted in March 1990 by the Commissioner of Education. A group consisting of representatives from the state Office of Higher Education, the Office of Elementary and Secondary Education, and IHEs developed the new standards. Candidates must be interviewed before they enter a teacher preparation program. An applicant's GPA at that time must exceed the GPA required for remaining in good standing at the IHE by 25 percent. IHEs are to measure each individual's reading, writing, speaking, listening, and mathematics skills. To exit the teacher education program, individuals must complete student teaching with a satisfactory grade, receive a positive recommendation from their supervisor during that experience, and have a GPA 25 percent higher than the IHE's GPA requirement for graduation.

The state issues three credentials. To be issued the three-year, nonrenewable Provisional Certificate, individuals must have completed an approved teacher preparation program within the past five years or have been approved through transcript analysis. They also must pass the NTE core battery by earning scores of at least 657 in communication skills, 649 in general knowledge, and 648 in professional knowledge or by earning a total score equal to the sum of the cut scores (1,954); no one score may be four points lower than the individual cut score. Individuals must also have at least 30 hours in a major other than education for secondary and special subject credentialing.

If individuals completes six credits (three of which must be in college credit) while holding the Provisional Certificate and have three years of documented teaching experience, They are eligible for the Professional Certificate. This five-year credential is renewable with nine credits (six of which must be graduate credits in the person's subject) and with verification of continued teaching.

Proceeding to the Life Professional Certificate is optional. Individuals with a master's degree in their particular area from an approved program and six years of teaching experience (three of which must be in Rhode Island) are eligible for the Life Professional Certificate. Individuals may obtain this credential by earning a master's degree in another education area and 15 additional graduate credits in their credential area. Alternatively, they may earn a master's degree in an area other than education and earn 21 graduate-level credits in their credential area.

When no certified person is available to fill a teaching job, the state may issue an emergency credential. For this credential to be renewed, candidates must have a bachelor's degree and must complete at least six credits per year toward a Provisional Certificate. The district must again verify that it could not find a fully licensed teacher to fill the position. After a person has taught two years with an emergency credential, this experience can count as student teaching if the person is working toward a Provisional Certificate through a teacher preparation program.

A legislative resolution that would have required teachers to have training in comprehensive health education (with an emphasis on substance abuse) failed to pass but nonetheless has become a part of program approval

standards. A proposal considered by the Board of Regents to require individuals to undergo a job performance review after three years was also rejected.

LICENSURE FOR SCHOOL ADMINISTRATORS: Administrative licensure in Rhode Island parallels the three-tiered system described in **STANDARDS:** Provisional, Professional, and Life Professional. Individuals who serve as principals or assistant principals in the elementary or middle schools (except where grades seven and eight are organized on the secondary school plan) must hold the Elementary Principal's Certificate. Likewise, individuals who serve as principals or assistant principals in the secondary schools or middle schools (except where grades seven and eight are organized on the elementary school plan) must hold the Secondary Principal's Certificate.

To obtain either credential at the Provisional level, individuals must: 1) hold a master's degree from an IHE; 2) be eligible for a Rhode Island teaching credential at the appropriate level; 3) have three years of teaching experience at the appropriate level; 4) complete an approved program for preparing principals at the elementary or secondary level or at least 24 semester hours of graduate level courses in specified content areas; 5) pass the NTE core battery if they have never been credentialed in Rhode Island (see **STANDARDS**). A Provisional Certificate is valid for three years and is renewable only if the person does not work as a principal during that time. To obtain a Professional Certificate, individuals must: 1) complete six graduate credit under the Provisional Certificate in educational administration, curriculum, or supervision; and 2) have three years of documented service as a principal in Rhode Island. This five-year credential may be renewed with nine credits and continued service as a principal. Six of the nine credits must be graduate courses in educational administration, supervision, and curriculum; three may be approved inservice. Individuals who have satisfied the education requirements for the Life Professional Certificate but not the experience requirements are exempt from the latter and need only complete any six college or inservice credits to renew the Professional Certificate. For the Life Professional Certificate, one must have six years of experience as a principal, of which three years must be in Rhode Island, and either: 1) hold a doctorate or Certificate of Advanced Graduate Study in Educational Administration, Supervision, and Curriculum, or 2) have completed 30 semester hours beyond the master's degree (including 21 semester hours of graduate courses in educational administration, supervision, and curriculum).

The Superintendent Certificate is also available at the Provisional, Professional, and Life Professional levels. For the Provisional, individuals must: 1) hold a master's degree or higher with at least 36 semester hours of graduate courses in specified content areas; 2) be eligible for a Rhode Island teaching credential; 3) have eight years of educational experience including both teaching and administration; and 4) pass the NTE core battery if the individual has never been credentialed in Rhode Island. This credential is valid for three years and is renewable if the person does not work as a superintendent during that time. To obtain the Professional Certificate, individuals must: 1) complete six graduate credits under the Provisional Certificate in educational administration, curriculum, or supervision; and 2) have three years of documented service as

a superintendent in Rhode Island. This five-year credential may be renewed with nine credits and continued service as a superintendent. Six of the nine credits must be graduate courses in educational administration, supervision, and curriculum; three may be approved inservice. Individuals who have satisfied the education requirements for the Life Professional Certificate but not the experience requirements are exempt from the latter and need only complete any six college or inservice credits to renew the Professional Certificate. For the Life Professional Certificate, one must have six years of experience as a superintendent, of which three years must be in Rhode Island, and either: 1) hold a doctorate or Certificate of Advanced Graduate Study in Educational Administration, Supervision, and Curriculum, or 2) have completed 30 semester hours beyond the master's degree including 21 semester hours of graduate courses in educational administration, supervision, and curriculum.

The other available administrative credential, the Administrator of Curriculum/Instruction Certificate, has requirements similar to those of the other administrative credentials; only the areas of required courses are different.

STANDARDS BOARDS: The Commissioner of Education's Certification Advisory Committee has 16 members. These members include two public IHE representatives, two private IHE representatives, two superintendents, two principals, one school committee representative, six teachers, and one non-public school representative. The committee advises the Commissioner on Elementary and Secondary Education. On the Committee's agenda are the issues of alternative preparation for licensure and an initiative regarding the teaching of English as a second language. The legislature has asked that a commission be formed to study the idea of a professional standards board; the commission has not yet been appointed.

ALTERNATIVE PREPARATION FOR LICENSURE: In November 1990, public hearings began on a conceptual framework for an alternate route to teacher licensure that had been developed at the request of the Board of Regents. Details of the framework are under development and will be subject to a public hearing by the Board of Regents. Although it does not bypass traditional teacher preparation courses, the Teacher Certification Plan is available for individuals holding bachelor's degrees who want to become licensed teachers. Through this plan, SCDEs may analyze individuals' transcripts and advise a course of study that will permit the individuals to gain a teaching credential. Individuals participate in a professional education program (and take any additional courses as necessary) and work toward a teaching credential.

MINORITY TEACHER RECRUITMENT: A Commissioner-appointed Minority Teacher Recruitment Task Force has issued an interim report on its minority teacher recruitment study. The report discusses the identification of barriers to minorities' entrance into teacher preparation programs and proposes strategies to remove these barriers. The task force is also charged with studying barriers to minority employment in the schools. The task force is composed of representatives from various ethnic and cultural communities, local districts, SCDEs, and the legislature.

EARLY CHILDHOOD EDUCATION: Districts can apply for grants through the state's literacy and drop-out prevention program to set up early childhood education or day care programs. Existing programs are targeted at unserved at-risk four-year-olds and may be half- or full-day programs. There are five projects serving approximately 200 children. The funding for the programs for 1989-1990 was \$700,000. In addition, in 1989-1990 the state contributed approximately \$385,000 to Head Start, which serves approximately 500 children. The state offers an early childhood credential for preschool through grade 2. Those teaching in district-level preschool programs must hold this credential.

CLINICAL/FIELD EXPERIENCE: Programs must have "planned, supervised experiences in school settings." The state requires a minimum of 300 clock hours of supervised, sequential, incremental student teaching. Student teaching must take place in an individual's area of study and in a variety of settings; candidates must work with minority children in some of these settings. The clinical faculty must be competent in the candidate's subject and must demonstrate that they are currently conducting research in their area. The cooperating teacher must have three years of teaching experience, an appropriate credential in the student teacher's area, and administrative approval by the district. The IHE must provide a training program in which the teacher must participate prior to working with the student teacher.

December 1990

SOUTH CAROLINA

STANDARDS: South Carolina has specific GPA and testing requirements for entrance into teacher preparation programs and additional testing requirements that students must meet before exiting programs. To be admitted to an undergraduate teacher education program, students must complete at least 60 semester hours of courses that meet the degree requirements of the IHE (to be taken no later than one full semester before student teaching). Students must also have: 1) a cumulative undergraduate GPR (Grade Point Ratio) of 2.5 on a 4.0 scale or 2) a 2.0 GPR on undergraduate work and a score on the SAT or ACT above the 50th percentile of examinees in South Carolina who took the same test in the same year. In addition, they must earn a passing score on the South Carolina Education Entrance Examination (a basic skills test of reading, writing, and mathematics) and have professional recommendations from general education and teacher education faculty. Finally, they must have taken the SAT or ACT. To exit a teacher preparation program and be recommended for a teaching license, students must pass the NTE professional knowledge exam (i.e., earn a score of at least 642) and the NTE subject exam(s) in their field(s) and complete a full semester of student teaching.

Graduates from an approved teacher preparation program who pass the NTE exams are eligible for the Professional Certificate. This credential is renewable every five years with six semester hours of either college credit or inservice work, three credits of which must deal with either the content or the methodology of one's field and three of which may be outside of one's field. All candidates for this credential must be fingerprinted for an FBI Criminal Background Review.

LICENSURE FOR SCHOOL ADMINISTRATORS: Administrators in South Carolina must hold one of two administrative credentials, the Elementary or Secondary Principal Certificate and the Superintendent Certificate. To receive the Elementary or Secondary Principal Certificate, individuals must: 1) hold a master's degree; 2) complete an SBE-approved training program for principals; 3) hold a teaching credential; 4) have three years of teaching experience at the appropriate level; and 5) pass the NTE in Educational Administration with a score of at least 590. For the Superintendent Certificate, individuals must: 1) hold a master's degree; 2) complete an SBE-approved training program for superintendents; 3) hold a teaching credential; 4) have seven years of educational experience, including at least three years of teaching and two years in an administrative role; and 5) pass the NTE in Educational Administration with a score of at least 590. Both credentials are valid for five years and renewable with six semester hours of credit, three of which must be college credit in the area in which the individual is credentialed.

STANDARDS BOARDS: The 12-member Professional Review Committee (PRC) advises the SBE on program standards and teacher education program approval. The PRC consists of two members of the SDE (one of whom must be the Director of Teacher Education and Certification), one district-level school administrator, one building-level school administrator, two teachers, three

representatives of public IHEs, and three representative of private IHEs. The members are appointed by the SBE on the recommendation of the state superintendent. The group recently made recommendations to the SBE on standards for M.A.T. programs.

ALTERNATIVE PREPARATION FOR LICENSURE: Candidates who: 1) have a bachelor's degree in a critical shortage area (i.e., math, science, school media, or a foreign language), 2) pass the NTE subject exam for that field, and 3) receive an LEA employment contract may participate in the two-year Critical Needs Certification Program. After successful participation in a two-week preservice training institute at Winthrop College, participants are issued Provisional Certificates and then teach for two years. Participants are required to attend workshops, complete a two-week inservice institute, and complete three graduate courses in education during the program (which lasts at least two, but no more than three years). After completing the educational requirements and teaching successfully for two years, they are eligible for the Professional Certificate. The state pays all fees for training and supervision except for the three courses.

MINORITY TEACHER RECRUITMENT: The state funds the South Carolina Teacher Recruitment Center, which sponsors the Teacher Cadet Program and ProTeam Program. The Teacher Cadet Program encourages high school students to enter teaching and to participate in a variety of activities, including attending college courses. A priority of the program is the recruitment of minority students. In 1989-1990, the Teacher Cadet Program piloted a successful counseling program, College Help Line, which helped participants in the college application process and provided some trips to college campuses. This effort will continue in 1990-1991.

The recruitment center also sponsors the ProTeam program to increase middle school children's and their parents' interest in, and awareness of, college opportunities. This program includes an exploratory course and club activities for minority students interested in a teaching career. Community service is also part of the program. After a year of pilot projects in 22 schools, the program has received \$100,000 from the legislature to fund programs in 44 schools in 1990-1991. A club is planned for those who complete the ProTeam program to sustain their interest in college.

Teacher education programs at two historically Black institutions, Benedict College and South Carolina State College, receive state funding (approximately \$200,000 each) to recruit high school seniors and facilitate their progress through the programs. These IHEs have formed a partnership with the South Carolina Center for Teacher Recruitment, although funding is separate from the Teacher Cadet Program.

EARLY CHILDHOOD EDUCATION: The state funds the Half-Day Child Development Program for Four-Year-Olds. These consist of district-level, half-day preschool programs designed primarily for at-risk four-year-olds, including at-risk special education children. The program resulted from a provision in the South Carolina Education Improvement Act of 1984 to serve a targeted population of at-risk children. ("At-risk" is here defined as children who are predicted to have significant readiness deficiencies because they live in districts where many children score below the average first grade reading level in the Basic Skills Assessment Program. This testing program is being

revised.) District programs are to be educational; regulations permit, but do not require, the provision of comprehensive services, although a nutritional supplement or snack is required. Total funding for the 1990-1991 school year is \$13,617,106 to serve 10,717 four-year-olds in 91 districts. Districts may add funding to make these programs full-day. The programs offer parental education, including community resources and workshops on child growth and development and the special needs of young children. This program serves approximately 25 percent of the children who are eligible for it. The maximum class size for these programs is 20 children with a teacher and a teaching assistant present. The class must be headed by a teacher holding a Kindergarten-Grade Four credential. Teaching assistants must hold a high school diploma and are required, as are teachers, to undergo three days of inservice training prior to the start of school.

CLINICAL/FIELD EXPERIENCE: South Carolina stipulates both clinical and field experiences for teacher candidates. Students must have two semesters of formal, structured clinical experiences in a school setting before they student teach. State law requires candidates to have 60 full days of student teaching in public schools within one semester. (In areas where there are few credentialed teachers, student teaching may take place in any school accredited by the Southern Association of Colleges and Schools.) At least 50 percent of the professional education faculty in a teacher education program must hold a terminal degree; those hired after 1986 must have at least two years of experience working with elementary or secondary students. Institutional supervisors must be trained in the use of the South Carolina Performance Assessment Instrument (SC-PAI), must have completed advance study as preparation for supervision, and have experience in the public schools that is germane to the area in which they are supervising students.

Cooperating teachers must: 1) hold a valid credential in the area they supervise; 2) have two years of teaching experience in the area and grade level they supervise; 3) have completed the IHE's program for cooperating teachers and the state's training program in the use of the SC-PAI for student teachers; and 4) be recommended annually by the superintendent or the superintendent's representative. Student teachers will be evaluated at least three times by trained observers using the SC-PAI and are given plans for remediation if they do not meet the standard for first-year teachers. They must complete the prescribed activities successfully in order to receive a positive evaluation. In addition to state assessments of the student teacher's classroom teaching, the supervisor from the IHE must observe the student teacher at least six times and hold follow up conferences with the student and the cooperating teacher. The SDE pays \$65 to each cooperating teacher working with students from private IHEs; that same amount is included in public IHEs' budgets from the state.

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SOUTH DAKOTA

STANDARDS: Students must have a 2.5 undergraduate GPA to enter a teacher preparation program. They must also display competence, as determined by the SCDE, in literacy, mathematics, and general knowledge. To exit a program, candidates must have three semester hours in Indian Studies and must have taken a reading course in their subject area.

Once a student completes an approved teacher education program, he or she is eligible for a five-year Standard Certificate. This can be renewed with six semester hours of credit. A SDE-appointed task force that met in July 1990 has recommended to the SBE that all licensed individuals complete three semester hours of human relations and three semester hours of Indian Studies (see **STANDARDS BOARDS**).

The SDE may issue an individual a Provisional Certificate in a certifiable subject if the person has a bachelor's degree in the area to be taught and an LEA employment contract. The person must complete 12 hours in an approved block of secondary education courses before entering the classroom. While teaching, the individual must be supervised by a site principal and a faculty representative. The credential may be renewed for three years in order for the individual to complete a series of courses planned by the participating IHE. Once the individual has completed all courses, he or she is eligible for the Standard Certificate.

LICENSURE FOR SCHOOL ADMINISTRATORS: South Dakota requires all administrators to have a five-year Standard Certificate with the appropriate endorsement. To receive either the Elementary or Secondary Principal Endorsements, individuals must: 1) hold a master's degree; 2) hold an appropriate teaching credential; 3) have two years of teaching experience at the appropriate level; and 4) complete an approved program for elementary or secondary principals at an IHE. For the Superintendent Endorsement, individuals must: 1) hold a master's degree; 2) hold either an elementary or secondary teaching credential; 3) have three years of experience at either level, two of which must be teaching; and 4) complete an approved program for superintendents. The Advanced Superintendent Endorsement requires individuals to hold a Superintendent Endorsement as well as to complete an approved six-year specialist degree or doctoral degree program for superintendents. All credentials may be renewed every five years with six semester hours of credit.

The SDE-appointed task force has recommended to the SBE that administrators be permitted to use professional development activities for renewal credit (see **STANDARDS BOARDS**) and that all superintendents be required to hold a specialist or doctoral degree prior to licensure.

STANDARDS BOARDS: The state has no permanent advisory body on education. The SBE occasionally convenes task forces to prepare reports on specific issues related to teacher education, licensure, and certification. The South Dakota Association for Teacher Education (SDACTE) often acts as an advisory group on licensure, certification, program approval, and related matters.

An SDE-appointed task force that met in July 1990 made recommendations to the SBE on various aspects of teacher education in the state. The 30 members of the task force included education faculty members, cooperating teachers, district administrators, representatives from tribal colleges and tribal schools, union representatives, and administrator groups. A SDE-representative served as chairperson for the task force. The SBE will consider the groups's recommendations in January 1991.

ALTERNATIVE PREPARATION FOR LICENSURE: The SDE-appointed task force has proposed guidelines for programs of alternative preparation for licensure that will be considered by the SBE in January 1991. The guidelines propose that, to be eligible, individuals must: 1) have a bachelor's degree with a certifiable subject major; 2) need at least 12 semester hours to complete a secondary education block of courses; 3) never have had a student teaching experience; and must have an employing district willing to cooperate in an alternative program. Interested individuals would be directed to an SCDE, where transcripts would be evaluated and a plan would be drawn up of courses to be required for earning a credential. Such a plan would have to be completed within three years. Applicants then would have to submit to the SDE two recommendations from former professors, official transcripts of all undergraduate and graduate work, a course outline signed by both the SCDE contact person and the district superintendent, and an application for a limited credential. Candidates would then be issued a one-year, limited credential. With continued employment in a cooperating school district and completion of the hours as planned in the SCDE, the credential could be renewed twice. The contact person from the SCDE would be responsible for supervising candidates, although the district will provide supervision, direction, and an orientation to individuals before they enter the classroom. This internship/teaching experience would substitute for the student teaching requirement. At the end of the process, individuals could be recommended for a five-year Standard Certificate.

MINORITY TEACHER RECRUITMENT: No state programs were reported in this area.

EARLY CHILDHOOD EDUCATION: South Dakota offers an endorsement in nursery school teaching. The Commissioner of Education is considering a proposal for a combined early childhood and special education endorsement.

Paraprofessionals must either be high school graduates or hold a General Equivalency Diploma and must participate in three days of professional development before the start of school.

CLINICAL/FIELD EXPERIENCE: The state requires clinical faculty to be familiar with current practices of elementary and secondary schools. Six semester hours of student teaching are required. The SDE-appointed task force has recommended that 10 full weeks of student teaching be required instead. SCDEs and districts must select, train, and evaluate cooperating teachers. However, the state does not specify how that is to be accomplished.

The SDE-appointed task force has recommended that a new teacher educator endorsement be adopted by the SBE. Such an endorsement would be available to recognize and compensate those who supervise student teachers and those who serve as mentors for first-year teachers. Such individuals

would be required to have three years of successful teaching experience, three semester hours in supervision and collaboration, and a recommendation for the endorsement by a principal and the college where the course was completed. The task force recommends \$1,000 per teacher for compensation.

December 1990

TENNESSEE

STANDARDS: Tennessee requires specific test scores for entrance into teacher preparation programs as well as for the initial credential. To enter a teacher education program, an individual must attain the following minimum scores on the P-PST examination: mathematics, 169; reading, 169; and writing, 172. Individuals must also have a 2.5 GPA on all undergraduate work. To obtain the five-year Probationary Certificate, individuals must complete an approved program with a bachelor's degree and pass the NTE core battery and appropriate area tests. Currently, passing scores on the core battery are 647 in communication skills, 644 in general knowledge, and 639 in professional knowledge. Scores of 651 in communication skills, 647 in general knowledge, and 643 in professional knowledge will be required beginning September 1991.

Individuals participate in an induction program during the first year of teaching. With a positive evaluation for this first year, teachers move to the apprentice level, under which they teach for three years. With the bachelor's degree and four years of successful teaching, individuals are eligible for the 10-year Professional Certificate. Individuals with a master's degree need five years of teaching in an approved school during a 10-year period to renew this credential. Individuals without a master's degree must take six semester hours or eight quarter hours of credit every 10 years and document five years of teaching experience during this 10-year period. If individuals do not have the five years of teaching experience, the coursework must be completed one year prior to renewal.

When a superintendent cannot find a credentialed person to fill a teaching position, a district may request a Probationary Permit. There is no limit to the number of times the permit may be issued to an individual nor are there any educational requirements for the individual. The recently passed alternative preparation for licensure changes this. The applicant will be required to hold a bachelor's degree and the permit would only be issued up to three times (see **ALTERNATIVE PREPARATION FOR LICENSURE**).

LICENSURE FOR SCHOOL ADMINISTRATOR: Principals, supervisors of instruction for any subject area, or any administrative or supervisory position other than that of superintendent must hold the Administration/Supervision Endorsement, which is attached to a Professional Certificate (see **STANDARDS**). To obtain this endorsement, individuals must: 1) hold a Professional Certificate for the level they will supervise (as this endorsement may be received for grades kindergarten through eight or grades seven through 12); 2) have three years of teaching at the appropriate level; and 3) have a master's degree with 24 semester hours or 30 quarter hours of graduate study in educational administration and supervision and related courses in nine specified areas.

Superintendents must hold the Superintendent Endorsement, which is attached to the Professional Certificate. To obtain this credential, they must: 1) hold a master's degree; 2) hold the Administration/Supervision Endorsement; 3) complete required courses; and 4) have five years of teaching experience. Both credentials are valid for 10 years.

Other administrative credentials offered include the Supervisor of Attendance and the Supervisor of Materials.

STANDARDS BOARDS: The legislature has given the SBE the authority to set standards and regulations for all licenses. The State Certification Commission makes recommendations to the SBE for all licensure standards. The commission's 13 members include four teachers, two principals, one superintendent, one other local administrator, one public SCDE representative, one private SCDE representative, one state agency representative, and two lay members.

ALTERNATIVE PREPARATION FOR LICENSURE: Individuals who hold a bachelor's degree and have been working in other fields may participate in a special master's degree program offered by some IHEs. After being admitted with the required GRE score, participants in this program take intensive study over a summer and then participate in a year of student teaching. During that year, participants also take additional courses through the IHE. When participants complete the year of teaching, they are eligible for the apprentice credential.

In November 1990, the SBE passed a proposal to permit alternative preparation for licensure in secondary education; elementary education with an endorsement for middle grades; fine arts; health; physical education; and special education, provided that participants hold a bachelor's degree in the teaching field or in a related field. According to this proposal, participants would need to meet regular entrance requirements before entering this alternate route. Candidates would apply directly to the IHE or would apply to the SDE to be referred to an IHE; they would be screened for entrance by both IHE faculty and district practitioners. The district would be required to make a commitment to participate in this enterprise and would pay candidates the regular beginning teacher salary. Teacher candidates would then participate in a preservice preparation program collaboratively planned and developed by IHE and district personnel. Upon completion of this program, individuals would be issued an Interim Probationary License C and would be allowed to begin the first year of teaching. During that time, individuals would be supported by one or more trained mentor teachers and would continue their training in a program planned by IHEs and districts. A principal or designee would evaluate the candidate. With a recommendation from the evaluator, a recommendation by the IHE, and verification that all coursework had been completed, individuals would be eligible for full licensure as an apprentice teacher (see STANDARDS).

Individuals holding a bachelor's degree and an employment contract are currently eligible for the Interim Probationary License A, under which they may teach for one year. Individuals must complete six semester hours of professional education courses before the credential is renewed. The proposal for an alternative route to licensure limits the issuance of this credential from five times to three starting in 1994.

MINORITY TEACHER RECRUITMENT: Tennessee's efforts in minority teacher recruitment center around scholarship aid and mentor programs for minority high school students. The Minority Teaching Fellowship Program, which is funded at \$95,000 for 1990-1991, provides 19 four-year scholarships of

\$5,000 per year to minorities in teacher preparation programs. Students must be first-time freshman, minority residents of Tennessee with a 2.5 high school GPA who have a score of 18 or better on the ACT, and rank in the top 25 percent of their high school class. One year's worth of the scholarship is forgiven for each year that the individual teaches in Tennessee. The state also offers \$2,000 scholarships to minority students to attend community colleges with the understanding that they will go on to a four-year IHE's teacher preparation program. This scholarship need not be repaid. The Minority Matching Grant Program allows IHEs to write grant proposals to identify prospective minority teachers. This program is funded at \$250,000 for 1990-1991. The Partnerships to Assist School Success (PASS) project identifies minority students who are interested in teaching early in high school and matches them up with a mentor who serves as a role model and teams up with an IHE to motivate the student to enter a teacher preparation program.

EARLY CHILDHOOD EXPERIENCE: The state supplements Head Start monies with state funds. All early childhood programs are locally initiated. An early childhood education credential will be available in 1994.

CLINICAL/FIELD EDUCATION: Tennessee requires students to have clinical experience early in their teacher preparation program. The state also requires 15 weeks of student teaching at the appropriate grade level.

December 1990

TEXAS

STANDARDS: To enter a teacher education program in Texas, an individual must complete a 60-credit general education program, have junior standing, pass the Texas Academic Skills Program (TASP) with a scaled score of 220 (and have scores approximately at the 70th percentile in math, reading, and writing), and demonstrate proficiency in oral language and information technology management (through courses or on tests). There is a ceiling of 18 semester hours on the professional education courses (including student teaching but not special education, English as a Second Language, early childhood education, or reading requirements). The Texas Higher Education Coordination Board (THECB) and the Texas Education Agency (TEA) examine course titles and sometimes course syllabi to determine whether courses will count as professional education.

Candidates for a teaching credential must pass at least two tests of the Examination for the Certification of Educators in Texas (ExCET), one in professional development and one in their subject or specialty, to obtain their first credential and any additional endorsements or credentials. The scores required vary by teaching field. All candidates for credentialing in Texas must undergo a criminal background check. A statute requires that parents be notified if their child is being taught by a nonlicensed teacher; however, those who are teaching under a legitimate permit or have at least 24 credit hours in their subject are excluded from this requirement.

Individuals who have completed a teacher education program are eligible for the Lifetime Provisional Certificate. Individuals with a graduate degree and a special service certificate are eligible for the Lifetime Professional Certificate. Both credentials require a bachelor's degree, a recommendation from the teacher education program or the alternative certification program, and a criminal record search. Texas is in the process of adopting credentials that must be renewed in place of lifetime credentials.

LICENSURE FOR SCHOOL ADMINISTRATORS: Texas requires administrators to hold one of two administrative credentials, the Mid-Management Administrator Certificate or the Superintendent Certificate. Principals and assistant principals in Texas must hold the Mid-Management Administrator Certificate. To earn the credential, one must meet several criteria: 1) One must hold a master's degree. 2) One must complete between 15 to 18 semester hours of graduate credit in specified education administration courses, 9 to 12 semester hours of specified graduate liberal arts and sciences courses, and 15 to 18 semester hours of specified graduate courses related to the work of a principal or central administrator. (The latter set of courses must address such areas as administration in special education, reading, career education, and vocational-technical education.) 3) One must hold a valid teaching certificate and have two years of classroom teaching experience. 4) One must complete three to six semester hours in an approved administrative internship. 5) One must pass the Mid-Management Administrator ExCET. To earn the Superintendent Certificate, one must: 1) have a master's degree; 2) hold a valid Mid-Management Administrator credential (or the old principal credential); 3) complete of the common core

of courses required for the Mid-Management Administrator Certificate; 4) complete 15 additional semester hours of graduate courses designed specifically for superintendents; and 5) passing the Superintendent ExCET. The Mid-Management Administrator and Superintendent credentials are permanent. No additional requirements must be met to renew them.

In September 1990, the Texas SBE approved a plan for the alternative certification of administrators. Programs to carry out the plan will be developed cooperatively among public school districts, IHEs, and education service centers. It must be delivered through public school districts and may be in cooperation with professional associations or consortia. Through such programs, individuals will be able to earn one of three credentials: Campus Principal (for elementary school, middle/junior high school, or high school), District-Level Mid-Management Administrator; and Superintendent. Program participants must complete at least 18 semester hours of preparation, nine of which must be finished before an individual can be assigned as an intern administrator. To earn a credential, individuals must meet several criteria: 1) they must pass the Instructional Leadership Training program, the Texas Teacher Appraisal System training program, and the ExCET; 2) they must demonstrate that they can apply the knowledge and skills they learned (the means of demonstrating this will be designed individually); 3) they must perform successfully on a district's measures for appraising administrators; and 4) they must be recommended by the director of the alternative program and the supervising mentor.

STANDARDS BOARDS: The Commission on Standards for the Teaching Profession is an advisory panel to the SBE that is responsible for reviewing and approving teacher education programs. Matters relating to credentials for teachers are reviewed by the commission before the Texas Education Agency (TEA) considers them for final action. In 1989, the TEA undertook a 10 year sunset review of the commission that left the commission intact. The commission's 19 members include six teachers, four principals, two other administrators, two public SCDE representatives, four IHE representatives, and one state agency representative. Each group nominates members and the SBE approves these nominations, taking into account the commissioner's recommendations. The commission recently considered separate standards for junior high/middle school teacher education programs.

ALTERNATIVE PREPARATION FOR LICENSURE: Candidates with a bachelor's degree and a GPA of 2.5 who pass the TASP (with the same scores as are required for entrance into a teacher education program) and demonstrate proficiency in oral language and the use of information technology may be credentialed through the Alternative Teacher Certification Program. Sixteen approved programs are offered through districts, service centers, and university campuses. Individuals meeting the above requirements are given Probationary Certification Status, which permits them to teach while participating in the program. Individuals must complete three to six hours of work in reading and any other preparation deemed necessary by the particular program before they begin teaching under the supervision of a mentor. Interns must be appraised twice in the year by two different evaluators using the Texas State Appraisal System. Program sponsors must tell the TEA how the intern will be evaluated. The program may last between one and two years. Prior to completing the program, individuals must pass the ExCET.

MINORITY TEACHER RECRUITMENT: No state-sponsored efforts were reported in this area.

EARLY CHILDHOOD EDUCATION: Approximately 488 Texas school districts offer half-day, state-funded prekindergarten programs targeted at four-year-olds who are eligible for the free or reduced federal lunch program or who have limited proficiency in English. Approximately 62,679 children were served in the 1988-1989 school year in classrooms with a mandated staff-to-student ratio of 1 to 22. SB 1, passed in 1990, provides for funding for prekindergarten programs for three-year-olds, provided that there are at least 15 eligible students in a district. Starting in 1991-1992, districts may petition for funding for this more comprehensive program. SB 1 also requires the TEA and the State Department of Human Services to work together to devise a plan for monitoring prekindergarten programs.

Texas offers early childhood credentials as a 24-credit component of the Elementary Education Certificate. A teacher who has an elementary education credential with this component may teach prekindergarten through grade 6. The state also offers an Early Childhood Endorsement to candidates who have 12 credit hours in early childhood education and have completed either student teaching or one year of teaching with a permit. Teachers with this endorsement may teach kindergarten. Within the past six months, a proposal for an additional Early Childhood Exceptional Endorsement has been adopted.

Paraprofessionals and instructional aides are required to have a particular amount of training, the highest level stipulated being the associate's degree. No inservice training is required for paraprofessionals to keep their credentials.

CLINICAL/FIELD EXPERIENCE: Texas requires candidates to have a minimum of 45 clock hours of direct contact with students in a classroom setting; at least one-half of these experiences must take place with children at the grade level in which candidates will student teach. Clinical faculty who supervise students or teach a methods course must have at least three years of teaching experience. Each faculty member who teaches a professional education course must have a minimum of 90 clock hours of field involvement with accredited schools every seven years.

Texas also requires candidates to complete a minimum of 10 weeks of full-day student teaching. Individuals with more than one field must simultaneously work in all areas in which they will be certified. A longer amount of time in student teaching (about 12 weeks instead of 10) is required for those who will add endorsements. Unlike the Alternative Certification Program, the traditional route does not specify how this student teaching will be evaluated.

Texas has a career ladder program, and it is a master teacher's duty to supervise student teachers. However, no master teacher has been identified to date because the career ladder system has not been funded. IHEs must establish local centers to train cooperating teachers and formulate a plan for selecting them.

December 1990

UTAH

STANDARDS: Each IHE sets its own admission standards and exit requirements. There are two levels of credentials for teachers in Utah. Graduates of teacher preparation programs may obtain a Basic Certificate which is valid for four years. A person with the Basic Certificate who teaches for at least two of those years is eligible for a Standard Certificate. This credential is valid for five years. If one teaches for at least three out of the five years, one need not be relicensed. Background checks may be required for credentials.

Utah issues Letters of Authorization to districts to employ individuals who have not completed their teacher education training. Districts must show that a credentialled, qualified person was not located for the advertised position. These individuals must meet requirements for the Basic Certificate by the end of the year in which the letter is issued (although in special education, letters of authorization may be issued for two or three years, by which time the individual must complete requirements).

Utah offers Eminence/Special Qualifications Certification for individuals without formal teacher preparation to teach up to two periods per day. These individuals must have expertise in the subject they teach. Such individuals are assigned mentors who must supervise and evaluate them. Individuals holding this credential are not required to take additional education courses.

LICENSURE FOR SCHOOL ADMINISTRATORS: Principals at all levels, Superintendents, and Assistant/Associate/Vice Principals whose administrative duties utilize 50 percent or more of their school time must hold the Administrative/Supervisory Certificate. (Assistant Superintendents, Administrative Assistants, Directors, Specialists, Subject Matter Supervisors, and Curriculum Coordinators who supervise certified personnel also must hold the Administrator/Supervisory Certificate.)

The Basic Administrative/Supervisory Certificate is issued for three years to individuals who: 1) hold a teaching, special education, school counselor, school psychologist, or school social worker credential; 2) have completed at least a fifth year of training in an approved administrative/supervisory program resulting in a master's degree in administration/supervision or a related area; 3) have completed an administrative/supervisory internship; 4) have completed at least two years of acceptable professional experience; and 5) have been recommended by an IHE with a state-approved program. With the completion of three years of successful experience under the Basic Administrative/Supervisory Certificate and a recommendation from the employing school district (with input from a SCDE on the recommendation), the individual may earn the Standard Administrative/Supervisory Certificate, which is valid for five years and renewed automatically with administrative experience. The Basic Certificate may be renewed once for an additional three years if the individual has not worked in an administrative/supervisory position.

STANDARDS BOARDS: The State Advisory Committee on Teacher Education advises the SBE on credentialing standards. The membership includes four

superintendents, four principals, six teachers, six SCDE representatives, one other IHE representative, and one representative each from a state professional association, the Board of Regents, the school boards association, and the local teacher education association. This committee is currently formulating a minority teacher recruitment plan for the state, as well as considering upgrading standards for substitute teachers and coaches.

ALTERNATIVE PREPARATION FOR LICENSURE: The SBE - Board of Regents Joint Liaison Committee, with assistance from school districts and SCDEs has prepared the Alternative Preparation for Teaching (APT) Program, which may be implemented in early 1991. This program, proposed after the defeat of alternative preparation for licensure legislation in early 1990, would be administered by a Consortium made up of a mentor teacher, other school district representatives, and SCDE representatives. This Consortium will design an APT Program for an individual candidate or a cohort of candidates; and such a program must be approved by the SDE prior to implementation. Eligible individuals must: 1) hold a bachelor's degree (or demonstrate equivalent experience); 2) comply with all non-academic licensure requirements (i.e., background checks); 3) demonstrate talents and abilities related to an area of teaching; 4) find a teaching position in the district; and 5) have five years of experience related to the proposed teaching area. With state approval of the plan, the SDE will issue an APT Certificate which will allow the individual to teach for two years in the subject (s) listed on the credential. Individuals will be supervised by a licensed teacher over the two years. When individuals complete the prescribed APT program, which includes two years of teaching experience and meeting all requirements for state licensure in elementary, secondary, or other licensure areas, then they are eligible for a Standard Certificate (see **STANDARDS**). Course or registration fees are the responsibility of the candidates. The district establishes the salary and benefits of the candidate and guarantees the time for the mentor teachers to observe the APT participants.

MINORITY TEACHER RECRUITMENT: The Utah Teacher Career Scholarship Program offers scholarships for teacher candidates in state-operated IHEs. For every year an individual teaches in the Utah public schools, a year of the scholarship is forgiven. A few individuals may receive the \$5,000 Premier Scholarship; others may receive a scholarship which will cover the amount of tuition and fees annually for four years. Scholarships are awarded on a competitive basis. On a ten point scale, applicants are judged on ACT scores, GPA, and class standing. A SBE ruling in 1986 permits the state to automatically allot ten points to minority teacher candidate applicants. About 3 percent of the scholarships for 1990-1991 have gone to minority teacher candidates.

A subcommittee of the State Advisory Committee on Teacher Education is forming to examine state efforts in minority teacher recruitment (see **STANDARDS BOARDS**). The group hopes to look at recruitment at the junior high school level, with an emphasis on parental involvement.

EARLY CHILDHOOD EDUCATION: Currently, the state does not sponsor any prekindergarten programs for non-special education children. Utah does

offer an early childhood credential which permits teachers to work with children ages three through eight.

CLINICAL/FIELD EXPERIENCE: IHEs plan clinical experiences for their students in accordance with NASDTEC standards. Students are required to have a minimum of 10 weeks of student teaching. Both clinical and field experiences must be supervised and assessed. The state recommends that IHEs have a systematic process for the selection and training of cooperating teachers.

December 1990

VERMONT

STANDARDS: Vermont stipulates entrance requirements in a general manner, permitting IHEs to determine the mode in which the requirements are met. Students must have a B average in their major prior to entering a teacher education program. They must also demonstrate competence in writing, speaking, and math through means chosen by the IHE. After entrance, students must maintain a B average, meet criteria for competencies in the endorsement area, and receive the recommendation of the IHE to be admitted to student teaching. Statewide exit requirements may be developed as part of the state's attempt to redesign the program approval process. Effective June 1995, graduates must have a liberal arts or science major.

Vermont issues two licenses to teachers, the Beginning and the Professional Educator Licenses. The Beginning Educator License is valid for two years and is renewable indefinitely with teaching experience. The Professional Educator License is valid for seven years and requires nine relicensing credits for renewal. Local standards boards recommend teachers for renewal of all licenses.

The Standards Board for Professional Education (SBPE; see **STANDARD BOARDS**) may waive one or more requirements for initial licensure when there is a severe shortage of licensed teachers in the field where licensure is sought, when a district cannot find a licensed teacher for a position, when a candidate possesses extraordinary and outstanding compensating qualifications (as determined by the SBPE), and when a joint request is presented from the superintendent and the candidate documenting that these criteria are met and specifying both the kind of supervision to be given to the individual teaching under the waiver and the specific steps to be taken to find a licensed teacher. This one-year credential is nonrenewable; at the end of the year, the individual must meet full licensure requirements. The SBPE is charged with developing recommendations for revising the waiver system by summer 1991.

LICENSURE FOR SCHOOL ADMINISTRATORS: In order to serve in particular administrative capacities, individuals must hold the Professional Educator's License (see **STANDARDS**) with one of five endorsements, among them one for the Principal and one for the Superintendent. To obtain the Principal Endorsement, there are seven criteria individuals must meet. Individuals must: 1) have three or more years of teaching experience; 2) understand the role of school in society and know the goals of education in Vermont; 3) have specific knowledge of basic management skills; 4) have specific knowledge in instruction and curriculum; 5) have specific knowledge about key concepts in communication; 6) have specific knowledge in interpersonal skills; and 7) have the ability to plan, administer, and evaluate the educational activities of a school and provide leadership in education. To be endorsed as a superintendent in Vermont, there are 10 criteria that must be met. Candidates must: 1) be eligible to hold the Principal's Endorsement; 2) have five or more years of experience in education, three of which must be in teaching and two of which must be in school administration; 3) know about the role of education in society and the social concerns that effect resources of the school; 4) have knowledge of management and theories

of organization; 5) know techniques for managing physical plants and educational facilities; 6) have knowledge of educational fiscal management; 7) know federal and state statutes, case law, and policy development; 8) have knowledge of personnel supervision, staff development, and contract administration; 9) have knowledge of learning and instructional theory, curriculum development, and program evaluation and supervision; and 10) have the ability to efficiently plan, administer, and evaluate the educational activities of a superintendent and provide leadership to the educational community. These credentials are valid for seven years and require nine relicensing credits for renewal.

Other administrative endorsements available include the Area Vocational Director and the Coordinator of Special Education.

STANDARDS BOARDS: The Standards Board for Professional Educators (SBPE) serves in an advisory capacity to the SBE on standards and has been involved in the state's attempt to come up with a substitute for the program approval process. Teachers constitute the majority of the 23-member board. The board is composed of 12 teachers, one superintendent, one principal, one special education coordinator, one area vocational director, one supervisor, three public representatives (one from the public at large and two school board members), and three representatives of teacher preparation institutions (two public, one private). The Commissioner of Education or his or her designee is an ex officio, nonvoting member of the SBPE. The three permanent standing committees of the group are those overseeing Teacher Relicensing, Administrators Relicensing, and Higher Education (the latter of which oversees training of visiting approval teams, prepares the SBPE for the review of the teams' findings, and coordinates efforts of IHEs to provide inservice coursework).

By September 1991, each school district will establish a local standards board to review and recommend teachers for relicensure. Membership on these local boards will include at least five educators, and a majority of each board must be teachers.

Administrators will be recommended for relicensure by five regional administrators standards boards. The majority of these boards will be administrators.

ALTERNATIVE PREPARATION FOR LICENSURE: A person can earn a Vermont license in four ways: by completing an approved teacher education program, through reciprocity, by being evaluated, or by being granted a waiver (for information on the waiver, see **STANDARDS**). To be licensed through an evaluation, individuals must demonstrate to a review board that they have documented experience, competence, and qualifications in the field in which they wish to teach. Only 0.5 percent of all licenses are obtained in this manner, and usually these credentials are given to those with teaching experience in private or parochial schools.

MINORITY TEACHER RECRUITMENT: No state-level programs were reported in this area.

EARLY CHILDHOOD EDUCATION: The state funds 45 community-based early education programs serving disadvantaged, possibly at-risk children ages birth through five. The 1990-1991 budget for this project is \$1.5 million.

The programs vary. Some offer half-day and others full-day, center-based programs; others consist of home visits and a weekly play group. All collaborate with other agencies to provide comprehensive services to young children and their families. Programs follow the National Association for the Education of Young Children's guideline that no more than 10 students be assigned to one teacher. Approximately 1,000 children and their families are served through this program.

Vermont offers an early childhood education license for teachers of children from birth through age eight and an early essential education endorsement.

CLINICAL/FIELD EXPERIENCE: Vermont requires teacher candidates to have 60 clock hours of clinical, pre-student teaching experience which must be supervised and relevant to related college courses. The state also requires 12 weeks of full-time student teaching in which students are assessed on their demonstration of specific skills. The state requires that IHEs provide cooperating teachers with an orientation to the student teaching program. In addition, cooperating teachers must have at least three years of teaching experience and must work at the level in which the student teacher wishes to become licensed.

December 1990

VIRGINIA

STANDARDS: Currently, a bachelor's degree, completion of a teacher education program, and the following NTE scores on the core battery are required for licensure: communication skills, 649; general knowledge, 639; professional knowledge, 639. Specialty exams are required for subject areas. A statewide steering committee has proposed standards to be implemented in 1992. An advisory committee of the SBE reviewed this proposal, which went before the full SBE in a public hearing in December 1990.

The state awards three types of licenses for teachers. Issued upon employment, the nonrenewable Provisional Certificate requires a bachelor's degree, completion of the teacher education program, and passage of the NTE with the appropriate scores. It is valid for two years and is issued to new teachers so that they may participate in the state's induction program or remediate deficiencies. The Collegiate Professional Certificate is a five-year, renewable credential issued to bachelor's degree holders who have completed the induction program under a Provisional Certificate. The Post-Graduate Professional Certificate requires a graduate degree and three years of successful teaching. All renewable licenses are valid for five years by satisfying 180 points of the recertification system.

Under the restructured program system (which required IHEs to redesign their course sequences so that students could start student teaching earlier and complete their studies with a liberal arts or science degree), no undergraduate program may include more than 18 hours of professional education (excluding student teaching). Institutions may also develop five- or six-year graduate programs; these are not subject to the 18-hour cap on professional education.

LICENSURE FOR SCHOOL ADMINISTRATORS: Administrators must receive the appropriate endorsement for the Post-Graduate Professional Certificate (see **STANDARDS** for general credential requirements). Principals may secure an Elementary, Middle, or Secondary School Principal Endorsement. To receive this endorsement, they must: 1) hold the Post-Graduate Certificate; 2) possess leadership qualities and appropriate personal characteristics (as determined by the chief administrative officer of a private school or by an official at an IHE); 3) complete graduate courses in seven specified areas; 4) teach one year full-time at the level they will supervise; and 5) complete a course on substance abuse education. The Post-Graduate Professional Certificate is valid for five years and may be renewed with 180 points of inservice credit. Instructional and Supervisory Personnel also are issued endorsements for the Post-Graduate Certificate.

Superintendents must hold the Superintendent's Endorsement, which requires: 1) records attesting to good character and demonstrated ability as an educational administrator; 2) a master's degree or doctoral studies that include 60 semester hours of graduate courses from an IHE in specified areas of educational administration; 3) five years of full-time experience in administration or supervision, through the principalship or central office administration; and 4) a report showing that persons completed the required professional studies or experience within the previous four years.

Individuals approved for this credential are placed on the Superintendent Eligibility List.

STANDARDS BOARDS: In 1990, the old Teacher Education Advisory Board became the Advisory Board on Teacher Education and Certification, and its membership increased from 17 to 19. Besides the two new members of the board, one representing personnel administrators and one from the business community, the members include nine teachers, one superintendent, one local board member, two SCDE representatives, one public IHE representative, one private IHE representative, and two lay members.

The SBE created the Task Force on Improving the Profession of Teaching in October 1989. This group submitted a report to the SBE in October 1990 that recommended steps to restructure Virginia's schools, compensate teachers adequately, and recruit a diverse teaching workforce.

ALTERNATIVE PREPARATION FOR LICENSURE: After passing the NTE (see STANDARDS), candidates with a bachelor's degree in an academic area and an LEA employment contract may be issued a two-year Provisional Certificate to teach at the secondary level. They must complete nine semester hours of professional studies through an accredited college or university during this provisional period. (LEAs may submit alternatives to this requirement for state approval.) When individuals holding the Provisional Credential meet all requirements for the regular Collegiate Professional Certificate, including the state induction program, the state grants that credential. The SDE has developed guidelines for this program.

The statewide steering committee (see STANDARDS) will soon propose an alternate preparation route for all grade levels that would require additional professional education requirements and an internship.

MINORITY TEACHER RECRUITMENT: A State Task Force on the Teaching Profession is considering the issue of minority recruitment. The Virginia Teaching Fellowships Loan Program provides forgivable loans for prospective teachers entering identified shortage areas. Eligible candidates include undergraduate juniors, seniors, or fifth-year students seeking an initial teaching credential. Minority status and willingness to teach in geographic areas with teacher shortages are two factors given special consideration in awarding loans. The maximum loan to a recipient is \$2,000 per year. The state forgives one year's worth of the award for each year the recipient of teaches in Virginia public schools. The program has provided loans to candidates in foreign languages, mathematics, sciences, and special education. The state funding for this program in 1990-1991 is \$450,000.

EARLY CHILDHOOD EDUCATION: The 15-member Council on Child Day Care and Early Education serves as a clearinghouse and as a coordinating mechanism for early childhood efforts in the state, including Head Start programs, community agency programs, employee-sponsored child care, and public-private partnerships to increase the amount of available child care. The Council has received \$1 million for the biennium to fund seven demonstration projects in the state. These projects will help test local models of services to at-risk, low-income four-year-olds. ("At-risk" here applies to any children from a disadvantaged environment, either physical or psychological, whose life experiences put them at risk of failing to develop

language competence, adaptive behaviors, a strong self concept, and a sense of individual responsibility). The programs, which began in the fall of 1990, all must be comprehensive, full-day efforts that include appropriate child and staff development. Out of approximately 8,800 children who qualify for such programs in the state, this program serves approximately 350 children.

The state has an elementary education endorsement for teaching nursery school through grade four.

CLINICAL/FIELD EXPERIENCE: Virginia currently specifies the length and content of clinical and field experiences. Students must have 200 clock hours of clinical and field experience, 60 percent of which must be in directed instruction. Some of this experience must take place before the student's senior year. Student teaching must be done at the level in which the person will teach. Cooperating teachers are required to be full-time teachers. The State Council of Higher Education has established the Commonwealth Center, which is jointly operated by the University of Virginia and James Madison University. Among other things, the center issues mini-grants to develop and improve clinical programs. Specific semester or clock hour requirements were not included under the cap of professional education requirements created during the restructuring of teacher education programs (see **STANDARDS**).

December 1990

WASHINGTON

STANDARDS: Washington specifies teacher education entrance requirements and will begin implementation of an exit examination within the next three years. For entrance into teacher education programs, individuals must have a 2.5 GPA in their most recent 45 quarter hours of study; competence in reading, writing, and communication; and a score of not less than the statewide median for the Washington Pre-College Test (or a comparable score on the SAT or ACT). In 1993, the state will institute an exit examination for all candidates who wish to obtain a Level 1 (Initial) Certificate.

To earn an Initial Certificate, individuals must complete an approved teacher education program, and, beginning in 1992, take a course about issues related to child abuse. This is a four-year credential that a person can renew for three years by taking 15 quarter hours of approved credit. In 1992, this credential will be replaced with what is being referred to as the "Two-Three-Two" Certificate. When people are initially licensed, they will receive this credential for two years. To get the credential renewed for three more years, they must then enroll in an approved master's degree program. When applying for renewal after those three years, individuals must show that they have completed at least 50 percent of their courses in the master's degree program and that there is reason to expect that the program will be completed within two years for the final renewal of the credential. This last renewal is valid for two years.

Under the pre-1992 system, a person obtains the next credential level, the Continuing Certificate, by teaching two years and taking 45 quarter hours of upper division, postbaccalaureate courses or earning a master's degree. Starting in 1992, however, teachers must obtain a master's degree for a Continuing Certificate. Every five years, teachers must complete 150 clock hours of continuing education and teach two consecutive years with the same employer to maintain this credential. The Initial and Continuing Certificates must have a minimum of two endorsements in any of the 41 areas listed for Washington, and teachers can only be assigned in one of those areas. All applicants for both Initial and Continuing Certificates must undergo a criminal background check prior to obtaining a credential.

The office of the Superintendent of Public Instruction (SPI) will issue an emergency credential to those who expect to complete a teacher education program within a year. There is also the Consultant Specialist Certificate for individuals who may have no teacher education preparation but who have special expertise in an area. Districts must request the credential for a teacher in their employ, and the credential is valid for only a limited period. The latter credential is under review by the SPI and the PEAC (see ALTERNATIVE PREPARATION FOR LICENSURE).

LICENSURE FOR SCHOOL ADMINISTRATORS: The state issues endorsements to the Initial and Continuing Certificates for principals and superintendents, among other administrative positions. For the seven-year Initial Certificate-Principal Endorsement (which exists for prekindergarten through grade nine, grades four through 12, and prekindergarten through grade 12), individuals must: 1) hold a valid teaching credential; 2) have 180 days of teaching experience with at least 30 days in one district (until September

1992, when a revised requirement for experience may go into effect); 3) beginning September 1992, have an approved master's degree and have completed 20 semester hours or 30 quarter hours of graduate courses in education; 4) complete an approved program that includes a specified field experience; and 5) beginning in 1993, pass a statewide Admission to Practice Exam. After individuals work seven years under this credential, the requirement for the Continuing Certificate must be met. To do so (as of September 1992), individuals must complete 30 semester hours or 45 quarter hours of graduate level courses in education or a doctorate in education. No administrative experience is required for this five-year credential, which may be renewed with 150 clock hours of inservice credits. People without teaching experience may apply directly for the continuing credential.

Requirements for the Superintendent Initial Certificate and Continuing Certificate are identical to those for the principalship, except for the educational requirements. To receive the initial credential, individuals must earn either a doctorate or a master's degree and 30 semester hours or 45 quarter hours of graduate courses in education. A doctorate or a master's degree and 60 quarter hours of graduate courses is required for the continuing credential.

STANDARDS BOARDS: The Professional Educational Advisory Committee (PEAC) is appointed by the SBE to review standards for certification, licensure, and program approval. The 26 members represent the education community, the legislature, the general public, and deans from both public and private SCDEs. The PEAC's recommendations are considered by the SBE in its decision-making process. The PEAC has been considering proposals from the SPI on the revision of the Consultant Specialist Certificate and on the creation of an Internship Certificate (see **ALTERNATIVE PREPARATION FOR LICENSURE**).

There is also a Professional Educational Advisory Board (PEAB) for each professional preparation program at a Washington IHE. This board works with professional practitioners and IHEs at the local level. One-half of the voting membership on the PEAB must be composed of professional practitioners who are from districts near the IHEs and who work with the IHE on such areas as professional program development and placement.

ALTERNATIVE PREPARATION FOR LICENSURE: The PEAC has been considering SPI proposals for alternative credentials. One proposal is that the Consultant Special Certificate (see **STANDARDS**) be revised to add a continuing education requirement for all persons seeking to renew the credential. In addition, the PEAC has discussed the establishment of an Internship Certificate. With this credential, individuals could teach while working toward a regular credential in an approved pilot program devised by an IHE and at least one district. To be eligible, individuals would need a bachelor's degree and five years of experience or a master's degree with 45 credit hours in an endorsement area. This program would include at least 15 credit hours of courses prior to employment, mandatory weekly seminars during the first year of teaching, supervision from the IHE and the school district, and an additional 15 quarter hours of courses after the first year of teaching. In late 1990, the SBE will review these proposals.

In the 1990 legislative session, a bill failed that would have permitted individuals with a bachelor's degree with no prior teacher preparation to become teachers. A new version of the bill is expected in 1991.

MINORITY TEACHER RECRUITMENT: The SPI has the responsibility of establishing minority recruitment programs. To date, no official action has been taken nor timelines set, on any such programs.

EARLY CHILDHOOD EDUCATION: Washington operates an Early Childhood Education Assistance Program (ECEAP) through the Department of Community Development. Washington provides grants to districts, community colleges, and independent projects for prekindergarten educational programs modeled after Head Start. Preschool services are provided to three- and four-year-old children who are considered "educationally at-risk," (defined as children who are at risk of failing in formal education because of social or economic factors). Of the nearly 30,000 three- and four-year-olds children who are eligible for ECEAP, approximately 4,000 are served by the program and about 5,000 more children are served by Head Start in 1990-1991. The total allocation for the ECEAP program for years 1989-1991 is \$23,919,099. The state offers a preschool through grade three endorsement, required for those who teach in the Early Childhood Assistance Program.

CLINICAL/FIELD EXPERIENCE: Washington requires a minimum of 40 hours of structured, supervised experiences for teacher candidates prior to student teaching. Programs must ensure that candidates have experience with diverse populations. Clinical faculty must hold at least a master's degree, and for each specialty area there must be one full-time faculty member who holds a doctoral degree. The student teaching experience must consist of eight weeks or 240 hours of observation and direct classroom teaching. Of this, 120 hours must be spent in direct classroom teaching. SCDEs provide training for cooperating teachers, although training is not required by the state. There is a student teacher pilot project operating in five sites. This program strives to get student teachers to rural and remote areas and also helps fund cooperating teachers. The Excellence in Teacher Preparation bill, had it been funded, would have provided \$1,000 per quarter to each cooperating teacher for training, professional development, and compensation.

December 1990

WEST VIRGINIA

STANDARDS: West Virginia approved program requirements leading to professional licensure include attaining PPST scores of at least 172 reading, 172 in mathematics, and 171 in writing. Institutions must develop and administer their own assessments of speaking, listening, and computer literacy. They also typically require students to pass one of 45 West Virginia content specialization tests. (There are 55 areas in which a candidate can receive a license.) The state requires programs to assess candidates' performance in student teaching. This assessment must be verified by both public school and higher education supervisors.

SB 1, reform legislation that passed in late summer 1990, has changed many aspects of teacher education policy in the state, including the area of teacher licensure. Now, the state issues the Professional Certificate to individuals who either: 1) have completed an SBE-approved teacher preparation program, hold a bachelor's degree, and have passed state subject matter tests; or 2) hold a bachelor's degree in a discipline taught in the public schools, have passed state subject matter tests, and have successfully completed the new alternate program for the education of teachers. (see **ALTERNATIVE PREPARATION FOR LICENSURE**). Initially, the Professional Certificate is valid for three years. When the holder completes a beginning teacher internship and six semester hours of appropriate college credit, the credential may be converted to a Professional Certificate that is valid for five years. After this conversion, individuals may obtain a Permanent Certificate by either: 1) earning a master's degree and completing five years of educational experience; or 2) renewing the five-year credential two times.

West Virginia issues one-year permits to noncredentialed individuals willing to teach in shortage areas. The state has content-specific prerequisites for this route. The permit may be renewed as long as the person completes six credit hours per year in an approved SCDE program. To be fully credentialed, candidates must graduate from such a program and meet all appropriate requirements within five years.

A gubernatorial task force on teacher preparation has delivered its report on all aspects of teacher preparation and continued professional development in late 1990.

LICENSURE FOR SCHOOL ADMINISTRATORS: Administrators in West Virginia are required to hold the Professional Administrative Certificate with the endorsement appropriate to their position, including those for the Elementary (kindergarten through grade 8) or Secondary (grades 5 through 12) Principal, Vocational Administrator, Supervisor of Instruction, and Superintendent. To obtain this credential, individuals must complete one of two routes. The first route consists of: 1) completing an approved program relevant to the position; 2) holding a master's degree; 3) holding a teaching credential and having three years of teaching experience; and 4) passing the subject matter tests (if they have not yet done so). The other route consists of: 1) holding a master's degree and 2) having three years of management-level experience. The credential is issued initially for three years. The legislation states that the credential may then be renewed

for five years, but no specific renewal requirements are set in the legislation. The legislation instead states that the SBE will set such regulations.

The new legislation also specifically notes that starting July 1993, all superintendents hired after June 27, 1988, must hold at least a master's degree and 24 additional credits related to public school education earned at an accredited IHE (or its equivalent) and must qualify for a Superintendent Certificate. After July 1994, no superintendent credentials may be approved or renewed unless the SBE determines that individuals have completed education and training in evaluation skills through the new center for professional development (that, through SB 1, has been set up to study teaching and management issues) or through equivalent SBE-approved education.

STANDARDS BOARDS: The 27-member Council on Professional Education (COPE) advises the SBE and the state superintendent on teacher education, licensure, and certification. The council has 20 elected members: 14 teachers (representing every program level as well as special service areas) and six public school administrators. Two laypersons and five IHE representatives will be appointed by the Board of Regents. COPE issues annual reports to the SBE, the Board of Trustees, the Board of Directors, and the education committees in the legislature.

By 1993, teacher preparation programs must have NCATE approval to obtain state approval.

ALTERNATIVE PREPARATION FOR LICENSURE: SB 1 has authorized the creation of alternative programs for the education of teachers. The SBE must adopt rules by July 1991 for the approval and operation of teacher education programs that are to serve as alternatives to teacher education programs in IHEs. Individual schools, individual school districts, consortia of schools, or regional education service agencies may submit alternative plans to the SBE for approval. In their plans, the groups must show evidence of having sought joint sponsorship of their training program with IHEs.

To be eligible to participate in such a program, individuals must: 1) hold a bachelor's degree in a discipline taught by the public schools (individuals in certain vocational and technical subjects may be exempt from this requirement but must instead demonstrate at least 10 years of work experience in their subject; 2) pass SBE-approved basic skills and subject matter tests or demonstrate three years of successful experience in the area of licensure; 3) be a U.S. citizen aged 18 of good moral character and "physically, mentally, and emotionally qualified to become a teacher"; and 4) have an offer of employment from a school with an approved alternative teacher education plan. Once the individuals pass the SBE-approved tests, they will be issued a document permitting them to seek employment as a teacher. With an offer of employment, the individuals are issued an Alternative Program Teacher Certificate, which is a one-year, temporary credential. With this credential, individuals may participate in SBE-approved alternative preparation programs.

All of these programs must consist of three specified phases. First, individuals must participate in a seminar or practicum of at least 20, but not more than 30, days before they may have full responsibility for a classroom. The seminar will introduce the individuals to basic teaching

skills through supervised teaching experiences and will provide instruction in student assessment, child development and learning, curriculum, classroom management, and the use of instructional technology.

During the program's second phase, individuals are supervised for 10 weeks during which they assume full responsibility for a classroom. They are to be critiqued at least once each week by members of a professional support team, which will consist of a school principal, a teacher, an IHE faculty member, and a curriculum supervisor. (Before participating in this program, the professional support team will take part in an orientation and training program coordinated by the state's center for professional development.) The alternative program participants will be evaluated at the end of the fifth and tenth week by a member of the team trained in performing such evaluations; and a formal written progress report will be submitted to the program participants after the evaluation in the tenth week.

The third phase of the program will consist of continued supervision and evaluation over a period of at least 20 weeks. Individuals will be critiqued at least twice per month and will be observed and formally evaluated at least twice during the 20 weeks. They will continue to receive formal instruction during this time. At the conclusion of the program, the principal on the support team will prepare a comprehensive evaluation report on the progress of program participants and submit it to the state superintendent of schools. This report will contain a recommendation as to whether individuals should be issued a Professional Certificate.

In addition to the new alternate program for teacher preparation, SCDEs may design alternate route programs that remediate individuals' deficiencies in professional education or subject areas.

MINORITY TEACHER RECRUITMENT: The state does not sponsor any programs in this area. Individual IHEs may offer incentives in the form of scholarships to help recruit minority faculty and students.

EARLY CHILDHOOD EDUCATION: The Governor's Cabinet on Children and Families was created in SB 1. This interagency cabinet is charged with fostering "a flexible system for the comprehensive, unified, effective, and efficient administration of programs...which avoids fragmentation and duplication." This cabinet will serve as a coordinator of social services and other programs between state and local agencies for children and families.

The state issues licenses for teachers of nursery school and kindergarten. This credential is attached to the Elementary Certificate for teachers working with children ages three through five. According to the reform legislation, Paraprofessional Certificates may be issued to individuals who have completed 36 semester hours of postsecondary education directly related to the job of supporting the instruction of students. The legislation does not specify how long these credentials are valid. The state requires training for paraprofessionals but does not specify how they will be trained.

CLINICAL/FIELD EXPERIENCE: SBE policy requires an assessment of a candidate's performance in student teaching (see **STANDARDS**). The length of the student teaching experience is determined by the institution. NCATE-accredited institutions require candidates to student teach full-time for 10

weeks in a placement that corresponds with the subject and school level for which they will be licensed. Institutions are required to use NCATE standards to develop criteria for the selection of sites and cooperating public school personnel.

The reform legislation states that the SBE may enter into an agreement with county boards of education for the use of the public schools in order to allow prospective teachers the opportunity to demonstrate competence in teaching as a prerequisite to being licensed. The legislation further notes that student teaching is a joint responsibility of the teacher preparation institution and the cooperating public schools, and that this responsibility includes setting minimum requirements for cooperating teachers, providing compensation to the cooperating teachers in addition to their salaries, and establishing minimum standards for the facilities and program at the public schools.

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WISCONSIN

STANDARDS: A 2.5 GPA on at least 40 semester hours of credit and adequate scores on the P-PST are required for entrance into teacher preparation programs. The P-PST cut scores are 175 in reading, 174 in writing, and 173 in mathematics. IHEs may waive the GPA or P-PST requirements for up to 10 percent of the entering teacher preparation class as long as the institution has another way of determining competence. A 2.75 GPA (or a 3.0 for graduate programs) is the sole exit requirement. In 1986, the Department of Public Instruction (DPI) ruled to require candidates to earn a passing score on a subject area exam to exit teacher education programs, but the DPI is still reviewing possible exit tests.

The requirements for an Initial License are successful completion of an approved program, a bachelor's degree, and a recommendation from the certification officer of the IHE. Teachers must renew this credential every five years by earning six semester credits or the equivalent in professional education (i.e., 180 clock hours of preapproved DPI professional activities).

Districts may request the issuance of an Emergency Permit when a qualified, credentialed individual cannot be located to fill a teaching position. This permit authorizes an individual with a bachelor's degree to serve in one particular assignment for one school year. Individuals must complete six semester hours of courses to be considered for the credential again.

LICENSURE FOR SCHOOL ADMINISTRATORS: New rules for administrative credentials will become effective July 1, 1992. All administrative licenses will require: 1) a common core of 21 semester credits in human relations, oral and written communication, leadership, governance of education, supervision of instruction, evaluation of personnel, school law, business administration and budgeting, and the politics of school administration; and 2) three years of teaching experience or three years working in a school services position (such as school counselor or social worker) including 540 hours of classroom teaching experience.

The Elementary and Secondary Principal and the Superintendent Licenses have additional requirements. Individuals who wish to hold the Elementary/Middle Level Principal License (for grades one through nine) or the Middle/Secondary Level Principal License (for grades seven through twelve) must: 1) complete an approved program (or the equivalent) on the principalship; and 2) meet all licensure and experience requirements listed above at the appropriate level.

The School District Superintendent must: 1) hold or be eligible to hold a principal's license; and 2) have completed an approved program or equivalent leading to licensure as a superintendent. This program is to consist of 12 graduate semester credits and include work in seven specified areas. These credentials are valid for five years and are renewable with six semester hours of credit or the equivalent.

Other administrative credentials available include the K-12 Director of Instruction, Director of Special Education, and the School Business Administrator.

STANDARDS BOARDS: The 18-member Advisory Council for Teacher Education and Certification advises the DPI on licensing and program approval standards. The council includes five teachers, four administrators, four IHE representatives, one student, and four lay members.

ALTERNATIVE PREPARATION FOR LICENSURE: No state programs were reported in this area.

MINORITY TEACHER RECRUITMENT: By state mandate, all IHEs must have a plan to recruit minorities into teacher education. The DPI sponsors "Teacher World" to attract juniors in high school into teaching, and it hopes to develop a special program for minority students in urban areas. Wisconsin offers minority college juniors and seniors who are pursuing a teaching credential forgivable loans up to \$2,000 per year. If the person receiving such a loan then works in a district with at least 25 percent minority students, the loan is forgivable at the rate of 25 percent each year.

A few items in the DPI's biennium budget request address the recruitment of minority teachers. These include scholarship funding for minority teacher candidates who are employed as teacher aides and for economically disadvantaged minority teacher candidates. In addition, there is a request for funding grants for districts to pay 50 percent of the salary of a principal or superintendent who is a woman or a minority.

EARLY CHILDHOOD EDUCATION: For 1990-1991, Wisconsin Act 31 provided \$330,000 for 17 projects that would integrate early childhood education and child care. These funds are to be used to plan (not implement) programs. At the end of this fiscal year, these groups are expected to begin to implement their projects with other funding. The state also provides approximately \$5 million in funding for kindergarten for four-year-olds. These programs are available in 30 out of 430 districts and serve approximately 4,000 children. These programs are open to all children. During the 1990-1991 school year, the state will supplement Head Start programs for the first time with \$2 million.

Institutions may add an early childhood endorsement to an elementary education license. The endorsement is currently for nursery school and kindergarten; however, in 1993, it will cover prekindergarten through grade three.

CLINICAL/FIELD EXPERIENCE: Students must have 100 clock hours of clinical experience, the content of which is to be determined by the SCDE. Performance in the clinical experience must be evaluated twice. The primary supervisor from the IHE must have three years of successful teaching experience. If the primary supervisor does not have expertise in a subject area in which the student will teach, then the IHE must provide another person with such expertise to supervise the student teacher.

Students must have a full semester of student teaching. As of fall 1990, that experience must follow the calendar of the district in which the student is teaching. Student teachers must be evaluated at least four times, and there must be at least two conferences between the student, the primary supervisor, and the cooperating teacher. Cooperating teachers must have three years of classroom experience including at least one year of experience in the district in which they currently teach; must have a

regular Wisconsin license; and must have completed a course of supervision of interns or be qualified as a result of supervisory experience gained prior to 1977.

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WYOMING

STANDARDS: Teacher education program admission and exit requirements are currently determined by the IHE. The IHE is currently researching potential exit examinations. In addition, the IHE, school districts, and the SDE are discussing professional development schools and especially induction programs. The state will be changing to a program approval process on July 1, 1992.

With the successful completion of a regionally-accredited or NCATE-accredited teacher education program and transcript analysis, individuals may currently receive a Standard Certificate. The Standard Certificate is renewable every five years with five course hours and successful teaching experience. Individuals with at least five years of professional teaching experience in the state and a master's degree are granted a Professional Certificate, which is renewable every ten years.

The SDE issues Temporary Employment Permits to those individuals who have a bachelor's degree and training in the subject area of proposed assignment. The one-year, nonrenewable permit is for districts unable to fill a position with a fully certified teacher. These individuals teach under supervision during the year and are not required to take any additional courses during that time.

LICENSURE FOR SCHOOL ADMINISTRATORS: School principals and superintendents must hold the appropriate administrative credential, either the Principal Certificate or the Superintendent Certificate. The Principal Certificate (K-12) requires candidates to: 1) be eligible for a teaching credential; 2) have three years of teaching experience; 3) hold a master's degree with at least 15 semester hours in six specified educational administrative areas. The Superintendent Certificate (K-12) requires candidates to: 1) be eligible for the Principal Certificate and 2) complete at least 60 semester hours of graduate credit, of which 30 must be distributed among six specified administrative areas. (Individuals must hold a master's degree, which may be composed of some or all of these credits.) Both credentials are valid for five years and may be renewed with five semester hours of courses in educational administration or related areas.

The other administrative credential available is the Director/Coordinator/Supervisor Certificate.

STANDARDS BOARDS: The SBE appoints Professional Standards Board (PSB) members to advise it on licensure and program approval. The PSB normally approves regulatory changes before their submission for SBE adoption. Regulations require that board membership includes six teachers, two principals, one superintendent, two public SCDE representatives, and one community education representative.

ALTERNATIVE PREPARATION FOR LICENSURE: Legislation permitting alternative preparation for licensure is expected to be introduced in early 1991.

MINORITY TEACHER RECRUITMENT: No state programs were reported in this area.

EARLY CHILDHOOD EDUCATION: State activity in this area is confined to special education.

CLINICAL/FIELD EXPERIENCE: The SDE allows SCDEs to develop clinical and field experiences in accordance with NCATE standards.

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GLOSSARY

ADMINISTRATOR: Credentialed individual who is responsible for the educational, fiscal, and managerial aspects of an individual school or district (such as a principal or superintendent).

CERTIFICATE: See LICENSE

CLINICAL EXPERIENCE: Activities through the college or university that take place prior to student teaching and allow students to glean knowledge about the teaching profession and administration of schools through observation and/or other activities culminating in an analysis of the observed experience.

CREDENTIAL: SEE LICENSE

EARLY CHILDHOOD EDUCATION: Developmentally appropriate educational programs for children ages birth through age eight. Also, training that prepares individuals to teach children from birth through age eight, sometimes signified by a specific teaching credential. Programs and credentials for working with subsets of this group, prekindergarten-aged children and younger, are discussed. For purposes of this survey, only non-special education programs for this age group are included.

EMERGENCY LICENSE: A credential issued to an individual who does not meet a state's minimum requirements for a regular license but is needed to fill an employment vacancy because a licensed individual is not available.

FIELD EXPERIENCE: For purposes of this survey, student teaching or other similar classroom activity (such as tutoring) where the teacher education student, under the tutelage of a licensed teacher, gradually assumes the responsibility for the education of pupils.

LICENSE: A license is the official recognition by a state governmental agency that an individual has met state mandated requirements and is, therefore, approved to practice as a duly licensed educator in that state. A certificate is a credential awarded by the profession in recognition of advanced skills or achievement. Certain states use certificate to describe what is more commonly referred to as a license. If a state has named its license a "certificate," this survey will then refer specifically to that license with its proper noun name (e.g., the Basic Certificate) but will refer conceptually to the credential as a license. The term "credential" refers to either a license or certificate.

STUDENT TEACHING: Student teaching is an in-depth, direct teaching experience conducted in a school setting. It is considered a culminating field-based experience for the basic teacher preparation program.

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